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ABSTRACT

This manual was developed to assist basic skills instructors in vocational programs in Missouri in defining their role and responsibilities. The manual contains basic information that should serve as a guide to basic skills instructors as they work with students with disabilities and or disadvantages in vocational education programs. Following an overview of the role of the basic skills instructor and of the legislation that affects that role, the guide identifies the following six areas of responsibilities for basic skills instructors: identification and assessment; teaching, tutoring, and testing; materials to use in basic skills programs; recordkeeping techniques; meetings and contacts; and counseling, transition, and employment. Each area is followed by a list of issues that may arise, along with helpful responses to those issues. Sample forms and examples are included, and additional resources are listed for each area. In addition, the guide contains a section on postsecondary education, a glossary, and a list of 11 references. (KC)

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Basic Skills Instructor Manual

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Basic Skills Instructor Manual

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Donna Kearns, Instructor

Jill Williams-Graham, Research Assistant

Due to the passage of the Vocational and Applied Technology Education Act of 1990, this manual was updated in December 1994. This revision reflects new emphases for vocational education and implications for the role of vocational special populations counselors.

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INTRODUCTION

At the request of basic skills instructors in the state of Missouri, the Department of Elementary and Secondary Education, Division of Vocational and Adult Education, Vocational Special Populations and Guidance Services asked Missouri LINC to compile a guide to assist in defining the role and responsibilities for basic skills instructors in vocational programs. This manual contains basic information which should serve as a guide to basic skills instructors as they work with students with disabilities and/or disadvantages in vocational education programs. The guide identifies six areas of responsibility for basic skills instructors (BSI). Each area is followed by a list of issues which may arise along with the response to those issues. This manual attempts to identify the major concerns of basic skills instructors as determined by a needs survey completed in October 1987 and addressed again in 1994. Additional resources are listed for each area to provide specific information and quick reference. In addition, a section on postsecondary education includes information which may meet the needs of that population. A glossary and list of references conclude this manual.

The Role of the Basic Skills Instructor

THE ROLE OF THE BASIC SKILLS INSTRUCTOR

Overview

The basic skills instructor (BSI) fulfills his or her role by providing individual or small group instruction in the areas of mathematics, reading, or writing skills essential for students to successfully complete a vocational education program. For each student the instructor must: 1) address the specific deficiencies which have been identified through the assessment process; 2) coordinate with the vocational education teacher; and 3) provide services on an individual basis concurrently with the student's enrollment in a vocational program. This is not to imply that a continuing class of basic skills instruction should be provided to a group of students. Instruction should be offered with a maximum of flexibility in scheduling.

It is important to note that the role of the basic skills instructor may vary from school to school -- even within a district. This is dependent upon funding and the needs of the particular school district at that time.

The major objective of the basic skills instructor is to enable special populations students to adequately meet the academic requirements of their chosen vocational education programs.

The role of the basic skills instructor and the development of this manual was based on a survey conducted in the fall of 1987 and revised in 1994.

The following checklist, which you may use to evaluate your own program, is based on that survey. This checklist, as other forms in this manual, are suggested starting points. Use these forms, adapt them, or substitute other forms, as best fits your program.

Checklist for Basic Skills Instructor

_____ 1. Determine the number of special populations students you expect to serve. How many are identified as physically challenged, how many are identified as academically disadvantaged and how many are economically disadvantaged?

_____ 2. Evaluate your major responsibilities as a basic skills instructor.

_____ 3. Evaluate any issues outside of your role/responsibility as a basic skills instructor which may impact your performance.

_____ 4. Evaluate your major concerns in working with special populations students.

_____ 5. Determine which responsibilities could be added to your duties as a special populations instructor.

_____ 6. Evaluate the information available to special populations students regarding vocational education opportunities.

_____ 7. Evaluate the coordination between vocational and special populations instructors in regard to informing special populations students about prevocational and vocational skills.

_____ 8. Evaluate what information regarding the services provided by vocational education should be made available to special populations students.

_____ 9. Determine the development and/or implementation needs of the special populations student's IEP/IVEP.

_____ 10. Determine how to aid students and parents in understanding limitations when defining realistic goals and objectives.

_____ 11. Evaluate opportunities in working with vocational evaluators by consulting on cases, sharing information, and exploring vocational program options.

_____ 12. Determine ways to maintain rapport and communicate with vocational and special education teachers and counselors to ensure a coordination of efforts.

_____ 13. Develop referral procedures between the program areas and staff (evaluators, instructors, administrators, etc.).

_____ 14. Determine ways to assist with classroom management techniques.

_____ 15. Determine ways to conduct assessment of vocational interests, abilities, and special needs of special populations students.

_____ 16. Determine ways to assess vocational interests, abilities, and special needs of students with disadvantages.

_____ 17. Use assessment results to make adaptations to curriculum, instruction, equipment, and facilities to fit the needs of special populations students.

_____ 18. Monitor special populations students' progress in academic and vocational courses.

_____ 19. Aid vocational teachers in task analyzing activities for special populations students.

_____ 20. Observe students in a variety of settings.

_____ 21. Provide special populations students with career planning and career awareness activities.

_____ 22. Ensure that a K-12 career development program for special populations students is in place.

_____ 23. Facilitate the transition of special populations students by identifying post-school career and educational opportunities and referral to other agencies.

_____ 24. Cooperate with state and other agencies in planning, implementation, and evaluation of vocational programs for special populations students.

_____ 25. Assist in placing special populations students in employment.

_____ 26. Act as an advocate for special populations students.

_____ 27. Alert appropriate personnel for possible problems which may arise.

_____ 28. Counsel students concerning personal, social, or scholastic problems.

_____ 29. Identify and recruit dropout special populations students for vocational training.

_____ 30. Communicate with parents concerning student progress or problems.

_____ 31. Keep informed of relevant legislation, litigation, funding sources, etc.

_____ 32. Assist in writing grants or funding proposals.

_____ 33. Conduct or provide inservice, needs assessment, and training for staff.

_____ 34. Identify any need for volunteers or paraprofessionals in vocational programs.

_____ 35. Recruit employees or staff to assist in training.

_____ 36. Plan community-based vocational training programs.

_____ 37. Assist in vocational program evaluation follow-up studies.

_____ 38. Recommend vocational program modifications.

_____ 39. Conduct self-evaluation of counseling services for special populations students.

_____ 40. Facilitate the development of innovative programs to be provided by a vocational special populations counselor.

Legislation and Assurances

LEGISLATION

CARL PERKINS ACT

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (Public Law 101-392)

This law protects students with disadvantages and disabilities. The term "disadvantaged" refers to individuals (other than those with disabilities) who need special assistance to succeed in vocational education. This includes students with economic and academic disadvantages, migrants, LEP (students with limited English proficiency), dropouts, and potential dropouts. This provision of services occurs at secondary and postsecondary levels and may encompass a variety of activities. This Act is focused on creating a quality workforce.

Purpose

The purpose of the Act is to "make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population" (Sec. 2). This legislation encompasses a shift from a job-skills orientation to the broader purpose of learning/thinking skills through vocational education and linking thought with action (Wirt, 1991).

This purpose is to be "achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society" (Section 2).

Special Populations

The new Perkins Act provides "Assurances of Equal Access for Special Populations" (Section 118). The term "special populations" replaces the term "special needs students" and includes individuals with disabilities, individuals with education and economic disadvantages, foster children, individuals in sex-equity programs, and individuals in correctional institutions.

These individuals must have equal access to all activities open to nonmembers of special populations, including:

- Recruitment, enrollment, and placement activities.
- A full range of vocational education programs.
- Occupationally specific courses of study.
- Cooperative education and apprenticeships.
- Career guidance and counseling services.

Students shall not be discriminated against on the basis of their status as members of special populations.

Students from special populations and their parents must be informed no later than the beginning of ninth grade of the vocational training options available to them. They should be informed of:

- Opportunities available in vocational education.
- Requirements for eligibility for enrollment in those programs.
- Specific courses that are available.
- Special services that are available.
- Employment opportunities.
- Placement.

The information described above and assistance with admissions should be provided upon request.

To the extent practicable, information should be provided in a language and form parents and students understand.

Assurances

Students who are members of special populations must be assisted in entering vocational educational programs. Transitional services requirements must be fulfilled for students with disabilities. (Individuals with Disabilities Education Act - 1990)

Special populations must be assessed for students participating in programs receiving assistance under Title II. The assessment should be in regard to the student's successful completion of the vocational education program in the most integrated setting possible.

Supplementary services to students from special populations must be provided. These services include:

- Supportive personnel.
- Curriculum modification.
- Equipment modification.
- Classroom modification.
- Instructional aids and devices.

Guidance, counseling, and career development must be provided by professionally trained counselors and teachers who are associated with providing such special services.

Counseling and instruction also must be provided in order to facilitate transition from school to post-school employment and career opportunities.

Measures of learning and competency gains (student progress in achievement of basic and advanced academic skills) and the assessment of special needs of students participating in vocational education regarding their success in the program.

Funding

Funding for this Act is more narrowly focused. Funds may be used to improve vocational education programs in a limited number of sites and a limited number of program areas that offer FULL participation of individuals who are members of special populations. In addition, priority is given for funding to sites and programs that serve the HIGHEST CONCENTRATION of individuals who are members of special populations.

Funds must be used to provide vocational education programs that are of such size, scope, and quality to be effective, as well as to integrate academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies. In addition, funds must provide equitable participation in such programs for the special populations consistent with the assurances and requirements in section 118 of the Perkins Act.

"In carrying out the above provisions, funds can be used for the following:

- Upgrading curriculum.
- Purchase of equipment, including instructional aids.
- Inservice training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education.
- Guidance and counseling.
- Remedial courses.
- Adaptation of equipment.
- Tech Prep education programs.
- Supplementary services designed to meet the needs of special populations.
- A special populations coordinator paid in whole or in part who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training.
- Apprenticeship programs.
- Programs that are strongly tied to economic development efforts in the State.
- Programs which train adults and students for all aspects of the occupation, in which job openings or projects are available.

- Comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies.
- Provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan" (Bicanich, 1990).

The formula for allocating funds to the secondary level will be based on three criteria. Seventy percent of the allocation will be based on the Chapter 1 funds of the district. Twenty percent will be based on the number of students with disabilities who have Individualized Education Plans (IEPs). Ten percent will be based on the number of students enrolled in school and adults enrolled in training programs. Postsecondary and adult program funding will be based on the number of Pell Grant recipients enrolled.

Integration of Academic and Vocational Education

The 1990 Perkins Act also mandates that sites integrate vocational and academic competencies in order to ensure that all vocational education graduates are equipped with skills necessary for employment. Math, writing, reading, and science will be taught in vocational education programs, and academics will be taught using a more hands-on approach. The focus is on increasing vocational education's ability to enhance learning and thinking skills of all students.

Accountability

This new legislation requires all states to develop a statewide system of core standards and measures of performance, including:

- Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills.
- One or more measures of performance including:
  1) Competency attainment.
  2) Job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter.
  3) Retention in school or completion of secondary school or its equivalent.

4) Placement into additional training or education, military service, or employment (AVA Guide to the Perkins Act, 1990).

- Incentives or adjustments that are:
  1) Designed to encourage service to targeted groups or special populations.
  2) For each student, consistent with the student's individualized education program (IEP) developed under section 614(a)(5) of the Education of the Handicapped Act, where appropriate.
- Procedures for using existing resources and methods developed in other programs receiving Federal assistance (AVA Guide to the Perkins Act, 1990).

Each vocational program must be evaluated annually.

Transition

Transition services are mandated in Section 118.c. Counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities must be provided. Eligible institutions must provide guidance, counseling, and career development services to facilitate transition for students with disabilities.

Collaboration

Cooperation among agencies that serve the diverse needs of individuals with disabilities is mandated. "Vocational education planning for individuals with disabilities will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies" (Sec.118.a). Vocational educators, special educators, and vocational rehabilitation counselors must work together for vocational education planning as well as for monitoring vocational education for individuals with disabilities.

Monitoring Vocational Education for Individuals with Disabilities

Provision of vocational education for individuals with disabilities must be monitored. "The provision of vocational education to each student with disabilities will be monitored to determine if such education is consistent with the individualized education program (IEP) developed for such a student under section 614(a)(5) of the Education of the Handicapped Act" (Section 118.a).

All states are required to develop a statewide system of core standards and measures of performance, which includes measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills.

Monitoring for Other Special Populations

The provision of vocational education will be monitored to ensure that students with disadvantages and students of limited English proficiency have access to such education in the most integrated setting possible; and the requirements of this Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals in the appropriate State educational agency or State Board who are responsible for students who are members of special populations and will meet education standards of the State educational agency or State Board. (Section 118.a)

Tech Prep Education Programs

To help build the quality workforce proposed by this Act, it mandated that Tech Prep programs be developed and operated. The law states Tech Prep programs shall:

> "Consist of the 2 years of secondary school preceding graduation and 2 years of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field" (Section 344.a).

Vocational education teachers, counselors, and other educators should be provided with inservice training regarding Tech Prep programs. Tech Prep education program curricula should be developed. Furthermore, individuals who are members of special populations should be provided equal access to the full range of technical preparation programs, including the development of Tech Prep education program services appropriate to the needs of such individuals. (Section 344[b][6])

SPECIAL EDUCATION LEGISLATION

Individuals with Disabilities Education Act (I.D.E.A.)
(Public Law 101-476, amends P.L. 94-142) - 1990

- Ensures that a free, appropriate education will be made available to all children with disabilities.
- Assists state and local education agencies in providing this education.
- Assesses the effectiveness of these educational efforts.
- Provides children with disabilities and their parents with the assurances of due process.
- Guarantees:
    1) Due process.
    2) Confidentiality and recordkeeping.
    3) Least restrictive environment.
    4) Appropriate planning.

5) Nondiscriminatory assessment.
6) Services for ages 5-21.
7) Individualization.
8) Appointment of parent surrogate, if necessary.
9) Children in private settings will receive services.

- Mandates transition services for students with disabilities. I.D.E.A. defines transition services as:

  "...a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation."

- States that the IEP must include:

  "A statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting."

This change in legislation now requires the educational planning team to look beyond annual goals and determine long-range goals and activities which must take place to ensure that needed services and supports are intact for students in their adult life. Vocational educators can play an important role in preparing students for life after graduation. They can greatly enhance the strengths and minimize the concerns of students who have been involved in vocational programs.

Important Changes According to I.D.E.A.

Person first language ("student with learning disabilities" rather than "learning-disabled student").

The term "individual with a disability" is used to replace the term "handicapped person."

Traumatic Brain Injury and Autism are two new categories of disabilities included under this new law.

Rehabilitation Counseling and Social Work Services are eligible related services supported by I.D.E.A.

A new emphasis on long-range transition goals and objectives, intended to ready students for adult roles.

I.D.E.A. supports the coordination of services required under Carl Perkins and mandates coordination and interaction between vocational education, special education, vocational rehabilitation, and social service agencies.

I.D.E.A. authorizes federal funding (provided through competitive grants) for school districts to coordinate with mental health agencies to provide services for children with serious emotional disturbances (Bulletin, Fall 1991).

IEP's required by PL 94-142 must now also include: a statement of needed transition services and, if appropriate, a statement of interagency responsibilities. When participating agencies fail to provide agreed-upon transition services, the IEP team will reconvene to develop alternative strategies to meet the transition objectives.

Assistive devices and technological services must be provided for any student who needs such services in order to receive a free and appropriate education.

Multiple transitions must be addressed; for example, from medical care to school, between residential and community placements, and between separate and regular classroom settings.

I.D.E.A. requires that schools notify parents of a proposed change in a child's educational placement, and that the child be kept in the existing program pending any appeals.

CIVIL RIGHTS LEGISLATION FOR INDIVIDUALS WITH DISABILITIES

The Americans with Disabilities Act of 1990 (ADA)
P.L. 101-336

This Act is considered the Civil Rights Bill for people with disabilities.

ADA is designed to provide consistent, enforceable protections from discrimination against individuals with disabilities, similar to those provided on the basis of sex, race, national origin, age, and religion.

ADA defines individuals as "disabled" if:

- They have a physical or mental impairment that substantially limits one or more of their major life activities (walking, talking, breathing, working).
- They have a record or history of such an impairment and are discriminated against because of it.
- They are regarded by others as having such an impairment and are discriminated against because of it.

This protection includes:

- HIV-positive individuals.
- People with AIDS.
- Individuals with sensory problems.
- Individuals with walking or breathing difficulties.
- Individuals with mental disabilities.
- Individuals with contagious diseases.
- Able-bodied people who are in a relationship with a disabled individual.

ADA guarantees equal opportunity for individuals with disabilities in five major areas:

- Public accommodations/services operated by private entities: Businesses and services used daily by the public, including schools, cannot exclude persons with disabilities. New buildings must be accessible to people with disabilities, and existing facilities must remove barriers if the removal is "readily achievable" (easily accomplished).
- Transportation: New public transit vehicles and private transit providers (buses and rails) must be accessible to individuals with disabilities.
- Public services: State and local government operations, including schools, may not discriminate against qualified individuals with disabilities. In addition, public facilities, services, and communications must be accessible to individuals with disabilities.
- Telecommunications: Any company offering telephone access to the general public (e.g., airports, hotels, and other businesses) must offer telephone relay service to individuals who use telecommunications devices for the deaf. This service must be available 24 hours a day, 7 days a week at regular rates by July 26, 1993 (Council for Exceptional Children, 1990).
- Employment: Employers may not refuse to hire or promote a "qualified" (able to perform the essential functions of the job) person with a disability. Employers must also make "reasonable accommodations" for individuals with disabilities (ones that do not impose undue hardship on the operation of the business). Appropriate accommodations should be requested by the prospective employee and agreed upon through collaboration with the employer.

Implications for Transitioning Students

Students should be aware of their rights under ADA so that they know when their rights are being violated.

Students interviewing for a job should obtain a description of the essential functions of the job prior to the job interview. This will help them prepare for discussing what "reasonable accommodations" might be needed. Employers are required to provide this job description to prospective employees.

Students should be prepared to discuss their disabilities in connection with job performance. Employers cannot directly ask if they have a disability, but will probably ask about strengths and limitations related to the prospective job.

Students should be familiar with the types of reasonable accommodations that may be needed to help them perform the essential functions of the job.

The Rehabilitation Act of 1973
P.L. 93-112

This Act provides the civil rights legislation necessary to enforce the provision of the two education acts. Section 504 describes the framework within which students with disabilities and their parents can initiate a complaint against a school for discrimination. If discrimination charges are found to be valid, federal funds can be withheld. This includes colleges and universities, vocational programs, governments, places of employment, hospitals and clinics, and any public or private group which receives financial assistance from the federal government.

Section 502 - Accessibility Legislation

This section emphasizes expanding the freedom of individuals with disabilities through removal of architectural barriers and difficulties with transportation to work. It also provides for federally funded buildings and activities to be accessible to all people with disabilities.

Section 503 - Affirmative Action Legislation

This section requires that every employer doing business with the federal government under a contract for more than $2,500 take affirmative action to recruit, hire, train, and promote individuals with disabilities. Those agencies holding contracts of $50,000 or more and having at least 50 employees are required to develop and maintain an affirmative action program which sets forth policies and practices regarding employees with disabilities.

Section 504 - Nondiscriminatory Legislation

> "No otherwise qualified person with a disability in the United States...shall, solely by reason of her or his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This includes the availability of free, appropriate, nondiscriminatory public education, including postsecondary education.

Section 504 also prohibits discrimination in recruitment, testing, admissions, and services. However, a postsecondary institution does not have to make all classroom buildings physically accessible if provisions are made that open all programs to students with disabilities. Auxiliary aids and adaptive devices can be provided by Vocational Rehabilitation or a charitable group, but may be the responsibility of the institution.

The Rehabilitation Act of 1973 as amended defines the term "individual with severe handicaps" as a person:

> "(i) who has a severe physical or mental disability which seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of employability;
>
> (ii) whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and
>
> (iii) who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia, and other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an evaluation of rehabilitation potential to cause comparable substantial functional limitation." (Gettings & Katz, 1988, p. 141)

The 1983 Amendments (P.L. 98-221) to the Rehabilitation Act authorized demonstration projects to provide transition from school to work for youth with disabilities.

The 1986 Amendments (P.L. 99-506) required states to plan with clients for transition from school to work and provided financial support for training and placement of persons with disabilities into supported and competitive employment. This was to be accomplished through state Vocational Rehabilitation services: diagnosis, evaluation, counseling, referral, placement, and medical care including artificial limbs, wheelchairs, or other special devices. Vocational training including cost of tuition was also included (Missouri Protection and Advocacy Services, 1990). In addition, the Amendments ensure access to computers and other electronic equipment in places of federal employment. Services for persons with disabilities so severe as to limit employment are to receive comprehensive services for independent living including housing, transportation, and health maintenance among other services (Gettings & Katz, 1988).

The Rehabilitation Act is currently being reauthorized to initiate changes and establish levels of funding.

OTHER RELEVANT LEGISLATION

Job Training Partnership Act (JTPA)
P.L. 97-300 - 1982

JTPA authorizes programs which prepare unskilled adults and youth for productive employment. It gives training to people with limited income or facing serious barriers to employment. The Act also provides for employment and training for permanently laid-off and older workers. State and local governments have the primary responsibility for administration of job training programs and administration under JTPA.

JTPA funds education, on-the-job training, and referral and counseling services designed for transition of economically disadvantages persons into the work force through joint public-private sector initiatives using Private Industry Councils (PICs). Though not specifically created for individuals with disabilities, JTPA programs often serve these individuals also.

JTPA mandates interagency cooperation and the integration of business/industry with agencies serving unemployed persons. PICs, composed of private and public sector representatives, have been developed in 15 regions of Missouri. These councils are within Service Delivery Areas (SDAs) and are empowered to use federal funds for programs leading to employment.

In late 1992, the Senate voted on JTPA amendments that split the current block grant program into separate year-round projects for youths and adults.

The President signed the final compromise bill with changes not taking place until January 1993.

The Developmental Disabilities and Bill of Rights Act Amendments of 1990
P.L.101-496

This Act places higher priority on employment-related services and a lower priority on social-development services for persons with developmental disabilities.

Developmental disability is defined as:

- A severe, chronic disability.
- Attributable to mental or physical impairment.
- Manifested before age 22.
- Likely to continue indefinitely.
- Resulting in substantial functional limitations in 3 or more major life activities:
  1) Self-care.
  2) Receptive/expressive language.

3) Learning.
4) Mobility.
5) Self-direction.
6) Capacity for independent living.
7) Economic sufficiency.

· Requiring special lifelong care or treatment, individually planned and coordinated.

This definition includes persons with:

· Mental retardation.
· Autism.
· Cerebral palsy.
· Epilepsy.
· Head injury.
· Learning disability related to brain dysfunction.

The Act makes it possible for youth with severe disabilities to pursue competitive employment goals by authorizing grants to support the planning, coordination, and delivery of specialized services to persons with developmental disabilities. The Act also mandates the establishment and operation of a federal interagency committee to plan for and coordinate activities related to persons with developmental disabilities. This law further requires states to set up protection and advocacy systems for persons with developmental disabilities (Horne, 1991).

Fair Labor Standards Act (FLSA)
P.L. 99-486 - 1986

· Sets wage, hour and employment standards that impact most American workers, including young people.
· Has significance for school-based vocational training programs for students with special needs.
· Includes safeguards for persons employed in sheltered workshops and similar sites for persons with physical and mental disabilities.
· Establishes the difference between an employer/employee relationship in which an employee MUST be paid and an employer/trainee relationship in which the trainee does NOT have to be paid.
· The following six criteria must be met in order to establish an unpaid, employer/trainee relationship:
1) The training must be similar to what would be given in a vocational school.
2) The training is for the benefit of the student-trainees.
3) The student-trainees do not displace regular employees, but work under their observation.
4) The employer providing the training derives no immediate advantage from the activities of the student-trainees.

5) The student-trainees are not necessarily entitled to a job when their training is completed.
6) The employer and the student-trainees understand that the trainees are not entitled to wages for the training time.

All six criteria must be met in order for a "training" situation to exist.

For More Information

National Level

President's Committee on Employment of Persons with Disabilities
1111 20th Street, NW
Washington, D.C. 20036
(202) 653-5044

U.S. Architectural and Transportation Barriers Compliance Board
1111 18th Street, NW
Washington, D.C. 20036-3894
1-800-USA-ABLE (Voice or TDD)

U.S. Senate Subcommittee on Disability Policy
113 Senate Hart Office Building
Washington, D.C. 20510
(202) 224-6265

American Vocational Association (AVA)Publications
1410 King Street
Alexandria, VA 22314
(904) 336-2740

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, D.C. 20013
1-800-999-5599

Regional Civil Rights Director
Office of Civil Rights, Region VII
P.O. Box 901381
Kansas City, MO 64190-1381
(816) 891-8026

U.S. Department of Justice
Civil Right Division Coordination and Review Section
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301
(202) 514-1381 (TDD)

For special versions of GED tests:
American Council on Education GED Testing Service
One Dupont Circle NW
Washington, D.C. 20036-1163
(202) 939-9365

Office on the ADA
Civil Rights Division, U.S. Department of Justice
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301

HEATH Resource Center
One Dupont Circle Suite 800
Washington, D.C. 20036-1193
1-800-544-3284
(202) 939-9320

The Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
(703) 620-3660

For any number in the federal government: Capitol information operator: (202) 224-3121

For any question regarding legislation: (202) 225-1772

For a copy of any bill or law: U.S. Senate Document Room
(202) 224-7860
U.S. House of Representative Document Room
(202) 225-3456

For information regulation about a law: Call the government department which is sponsoring or administrating a particular law (for example, I.D.E.A.-P.L. 101-476, U.S. Dept. of Ed. (202) 401-0765).

Division of Regulation Management: (202) 401-2884

State Level

Missouri Protection and Advocacy Services
925 South Country Club Drive, B-1
Jefferson City, MO 65109
(314) 893-3333 or 1-800-391-8667

MPACT (Missouri Parents Act, Inc.)
1722 West South Glenstone
Suite 125
Springfield, MO 65804
(417) 882-7434 or 1-800-666-7228

Division of Vocational Rehabilitation
2401 East McCarty Street
Jefferson City, MO 65102
(314) 751-3251

Disability Determinations Section
2401 East McCarty Street
Jefferson City, MO 65201
(314) 751-2890

Department of Elementary and Secondary Education (DESE)
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4212

Department of Mental Health
1706 East Elm Street
Jefferson City, MO 65101

Office of Administration, (314) 751-4055
Legislative Liaison, (314) 751-2881
Division of Mental Retardation andDevelopmental Disabilities, (314) 751-4054
Division of Comprehensive Psychiatric Services. (314) 751-5212

Center for Innovation in Special Education
University of Missouri-Columbia
Parkade Center, Suite 152
601 Business Loop 70 West
Columbia, MO 65211
(314) 884-7275
(800) 976-CISE (Missouri only)

For ADA technical assistance:
4816 Santana Circle
Columbia, MO 65203
(314) 882-3600, 1-800-359-9590

Identification and Assessment

IDENTIFICATION AND ASSESSMENT

Overview

Guidelines used to identify individuals with disadvantages vary from state to state (Sarkees & Scott, 1985). Similarly, guidelines for the identification of special populations students may vary even from district to district. Basic skills instructors (BSI) are often faced with making the decision as to who has disabilities and who has disadvantages in order to determine the population they are to serve. Basic criteria to identify these two populations are contained in this segment of the manual, as this is an essential starting point in basic skills programming — determining whom to serve.

The Vocational Planner's Guide for the Carl D. Perkins Vocational and Technology Education Act of 1990 states the following assurance related to the assessment of special populations:

"The interests, abilities, and special needs of each special populations student will be assessed with respect to successfully completing a vocational education program. The assessment process shall be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs and using these results to assist in formulating a realistic vocational plan." (p.15).

A new provision passed in September 1990, in the Carl D. Perkins Act mandates that state improvement plans must review academic/vocational integration, course sequences, occupational counseling, and academic and vocational competencies. The Perkins Act also mandates assessment of students' basic skills achievement through measures of learning and competency gains. (LINCFACT 1992) Additionally, one or more of the following four measures of performance must be addressed:

- Competency attainment.
- Job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the student's chosen field.
- Retention in school or completion of secondary school or its equivalent.
- Placement into additional training or education, military service or employment.

Basic skills instructors are faced with these concerns and many others relating to the identification and assessment of special populations. The following section of this manual addresses some of the underlying subjects relating to these processes.

Basic Skills Instruction

Taken from the Vocational Planner's Guide, developed by the Missouri Department of Elementary and Secondary Education, basic skills instruction includes instruction in

mathematics, reading, and writing skills essential for the student to successfully complete a vocational education program. This basic skills instruction must, for each student, address the specific deficiencies that have been identified through the assessment process, be coordinated with the vocational teacher, and be provided on an individual basis concurrently with the student's enrollment in a vocational program. If similar basic skills deficiencies can be identified for multiple students, group instruction may be provided, so long as the instruction targets specific skill building as related to the identified deficiencies and the specific vocational program in which the student is enrolled. By no means should this imply that a continuing class of basic skills instruction should be provided to a group of students. Instruction should be provided with a maximum of flexibility of scheduling.

Working with Students with Disabilities or Disadvantages

The basic skills instructor might work with students with disabilities and/or disadvantages. This is determined by the type of funding the school receives for the position. If a Basic Skills Instructor is funded for students with disabilities and/or disadvantages, the instructor would serve both populations. If the funding is just for disadvantaged, then the Basic Skills Instructor would serve the disadvantaged population.

In order to determine who should be served, consult the immediate supervisor or whoever writes the proposal for the basic skills instructor position in the school's annual grant proposal. The funding might even vary from year to year. If it is still not clear which population is eligible for services, contact the Division of Vocational and Adult Education, Vocational Special Needs and Guidance Services.

Identifying Students with Academic Disadvantages

The actual identification process may be completed by any of a number of people within a school setting. Depending on the services available, a student may be identified by the counselor from the sending school when the student enrolls in a vocational class. Counselors perform this task by following state guidelines for determining whether a student is academically disadvantaged (See Resources section.). In order for this to happen, an open line of communication must be in place. Others who might identify students with academic disadvantages include vocational special populations counselors, vocational and other education teachers, sending school academic teachers, vocational counselors, or basic skills instructors. Vocational instructors might complete a referral form for any student failing their vocational class. Students who qualify as academically disadvantaged may be enrolled in the vocational school on an "early entry" program, meaning they will start their program as early as ninth or tenth grade as opposed to starting in eleventh grade.

Identifying Students with Disabilities

Each student with disabilities must have a current Individualized Educational Plan (IEP) in place in order to receive special education as well as Carl D. Perkins services. This student would be identified by the special education teacher, the VRE, the conventional special populations counselor, the sending school special populations teacher, or the sending school counselor. The basic skills instructor may have to ask those who work with the student what type of teaching method would be most appropriate for the student.

Depending on each school district's policy, identification of students with disabilities should be made in the spring for the coming year. Formal and informal assessment information should be sent to the basic skills instructor so that they can start on the development of the IVEP (Individualized Vocational Education Plan) prior to the beginning of the first day of class.

Various methods of obtaining pertinent information are available. Time lines can be established for when certain steps in the assessment process must be completed. The time lines can also establish dates of when paperwork should be sent to the BSI. These dates could be established at advisory committee meetings or on-site visits to the home and sending school's special populations personnel. Information needed by the BSI includes any formal and informal testing results, interest inventories, aptitude tests and vocational placement. A copy of the information sheet needed by a BSI is included in the Resource section of this chapter.

IVEP's for students with disabilities may vary from the IVEPs of students with disadvantages. An excellent program for students with disabilities is available through the Missouri Technology Center for Special Education called the Show Me IEP. (See Materials section.) Other computerized programs are available at reasonable prices, but check with the Special Programs Director to find out what your school district uses.

Identifying Students with Disadvantages

According to the Vocational Planner's Guide, "the term disadvantaged refers to individuals (other than individuals with disabilities) who have economic and academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individual who have limited English proficiency (LEP), and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school."

Students who require basic skills instruction in order to successfully complete a vocational education program may be from any of these disadvantaged categories. A student may be

economically disadvantaged, but may not qualify as academically disadvantaged. In the same manner, LEP students may qualify as academically disadvantaged, though not all LEP students will be academically disadvantaged.

Any student not having a current IEP might qualify as academically disadvantaged or "at-risk." "At-risk" may imply that the student is not advancing toward graduation in the regular four years or that they are potential dropouts. Whatever definition is used, these students need intervention. The same procedure for identifying students with disadvantages should be used to make such a determination.

In order to qualify as academically disadvantaged, an individual must:

- Score below the 25th percentile on a standardized achievement or aptitude test, and
- Obtain secondary school grades below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or fail to attain minimal academic competencies.

Families or individuals with economic disadvantages are those:

- Who are identified as low-income according to the latest available data, such as AFDC, free or reduced lunch or pell grant.

Individuals with limited English proficiency (LEP) are those:

- Who were not born in the United States or whose native language is a language other than English.
- Who come from environments where a language other than English is dominant.
- Who are American Indians and Alaskan native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency.
- Who, by reasons thereof, have sufficient difficulty speaking, reading, writing or understanding the English language so as to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Ways of determining the needs of students with academic disadvantages include:

- Talking with the instructor regarding each student's progress and areas of concern. Find out what the instructor's lesson plans and assignments include. If assignments include performance of a task previously identified as deficient for a student, intervention from the Basic Skills Instructor may be necessary.
- Talking with the student to determine which areas are presenting difficulty.
- Reviewing the academic records to help identify specific classes the student has had difficulty completing. This may indicate an area (such as math or language skills) that may need to be addressed with the assistance of the BSI.
- Getting formal and informal assessments that may also be necessary to more clearly identify the areas to be addressed. (See Resources section.)

Vocational Assessment

According to LINCFACT 91, vocational assessment is "a systematic, ongoing process designed to help students and their parents understand a young person's vocational preferences and potential." According to the Perkins Act, the local school district has the responsibility of providing vocational aptitude, interest and special needs assessments for all students who participate in vocational education programs and have disabilities, are educationally disadvantaged, economically disadvantaged or limited in English proficiency.

The ideal time for assessment is before a student is actually placed in a vocational program. Although assessment can also be done while the individual is enrolled in a vocational program. This would include informal observations, tests, work samples, and classroom performance samples along with formal assessments the BSI may give.

The assessment process is implemented in three levels, each providing the BSI with different information.

Level I provides a summary of pre-existing information about a student's abilities, level of functioning and other pertinent facts.

Level II includes the collection and interpretation of additional information about a student's vocational interest, ability and aptitudes, vocational awareness, and work-related behaviors.

Level III includes a comprehensive vocational evaluation and is conducted when school personnel identify long-range goals or desire to place a student in a vocational program. The additional data aids in decision-making regarding appropriate vocational planning and/or placement of the student. The additional assessment may include observation in vocational classrooms, work samples and additional aptitude tests and interest inventories.

Determining a Special Populations Student's Academic Strengths and Weaknesses

There are a number of formal instruments on the market to assess the academic needs of students. Before assessing, however, a determination should be made as to what information is desired from the assessment and how it is going to be used to assist the student.

The Career Assessment Instrument Resource Guide: A Manual for Assessing Vocational Special Needs Students (developed at Missouri LINC) identifies a number of assessment instruments that might be considered when determining a student's level of functioning.

To determine a student's learning styles, the instructor might utilize one of these instruments:

- C.I.T.E. Learning Styles Instrument.
- Learning Style Inventory.
- Instructional Styles Inventory.

To determine math levels, a basic skills instructor might choose one of the following assessment devices:

- Arithmetic Skills Assessment Test (computer program).
- Brigance Comprehensive Inventory of Basic Skills.
- Key Math Diagnostic Arithmetic Test.
- Test of Mathematics Ability.
- Stanford Math Test.
- Test of Achievement in Basic Skills.
- Kaufman Test of Educational Achievement (K-TEA). (computer scoring available).
- Peabody Individual Achievement Test.
- Test of Adult Basic Education (T.A.B.E.).

Reading and Language Arts might be assessed through the use of:

- Test of Reading Comprehension.
- Woodcock Reading Mastery Tests.
- Test of Adolescent Language (TAL).
- Test of Achievement in Basic Skills (TABS).
- T.A.B.E.
- K-TEA.

In order to determine a student's level of career development, the instructor should refer the student to the counselor who might use one of the following:

- Career Occupational System (COPsystem), Form P.
- Life Centered Career Education Inventory.
- Career Awareness Inventory.
- Reading-Free Vocational Interest Inventory.
- Self-Directed Search.
- IDEAS.

Ongoing in every school is curriculum-based assessment, which relates to quizzes, unit tests, and semester exams. Teachers are involved in "informal" assessment on a daily basis through this information. The teachers of a particular student can offer some very valuable information regarding a student's level of functional in a specific area. One type of informal assessment that is easy to complete by regular education teacher is the Informal Assessment of Student Classroom Performance. It is very beneficial to the BSI when writing the present level of performance for the IVEP. (See Resources section.)

Resources

- Identification of the Disadvantaged.
- Referral Log Sheet.
- Letter for Referral of Students for Basic Skills Instruction.
- Assessment Results.
- Basic Skills Instruction Approval Form.
- Informal Assessment of Student Classroom Performance.
- Sample of a Individualized Vocational Education Plan (IVEP).

TITLE: IDENTIFICATION OF THE DISADVANTAGED

ABSTRACT: Information is given on identification and characteristics of students with disadvantages and the requirements of the Carl Perkins Act in relation to these students entering vocational education classes.

OVERVIEW

Whether they live in the inner city or rural America, youth with disadvantages face many problems. The difficulties of daily living are overwhelming. Studies indicate that socioeconomic status, large family size, overcrowded living, and rural isolation are related to delinquency, poor educational attainment, and behavioral problems in school. These problems have led to alienation from the educational mainstream and a large rate of high school dropouts, unemployment and poverty.

There are no easy solutions to the problems of students with disadvantages. Legislation has addressed the needs of people with disadvantages but, despite these attempts, enrollment by individuals with disadvantages in programs that could benefit them is low. The current plight of people with disadvantages may get worse as graduation requirements increase and the need for technical skills escalates. The need for early identification and placement in appropriate programs is vital. (Wircenski, 1985).

FREQUENTLY ASKED QUESTIONS

Q: Who are Students with Disadvantages?

A: Students with disadvantages are those individuals (other than disabled) who have economic or academic difficulties that require special services and assistance to enable them to succeed in vocational education programs. This includes individuals who are:

- Members of economically disadvantaged families;
- Migrants;
- Individuals with limited English proficiency; and
- Dropouts or identified potential dropouts from secondary school.

The following criteria is used to identify individuals with academic and economic disadvantages and those with limited English proficiency:

Individuals considered academically disadvantaged are determined by data such as:

- Scores on a standardized achievement or aptitude test are below the 25th percentile.
- Secondary school grades are below 2.0 on a 4.0 scale.
- Minimal academic competencies are not attained.

Individuals with low income are determined by data such as:

- Aid to Families with Dependent Children (AFDC).
- Free or reduced lunch.
- Pell Grant.

Individuals with limited English proficiency are determined by data such as:

- Not born in the United States.
- Native language is not English.
- From environment where a language other than English is dominant.
- American Indians and Alaskan native students form environments where a language other than English has a significant impact on their level of English language proficiency (Federal Register, Friday, August 16, 1986).

Q: What are Characteristics of a Student with Disadvantages?

A: Students with disadvantages often have problems participating in educational programs. The background of the student is often the greatest contributor to the problem. Students with disadvantages do not have the same opportunities as other students and therefore lack experiences on which to build a solid educational foundation. Some of the typical characteristics of these students as identified by Sarkees and Scott (1985) are:

- poor foundation in basic skills (reading, math, communication skills);
- low educational levels;
- low aspirational levels;
- high rate of absenteeism;
- rebellious attitudes;
- poor health and nutrition;
- negative attitudes toward school, authority, and the law;
- lack of job-seeking and job-retention skills;
- lack of exposure to career development information and related activities;
- lack of worker role models;
- no provisions for home study;
- lack of encouragement from parents regarding educational progress or goals;
- home environment that may be affected by hunger, unpaid debts, alcoholism, drug addiction, and/or overcrowded conditions (environment detrimental to self-growth and development);
- low self-esteem;
- language as a barrier to communication in school (low vocabulary and concept development);
- lack of communication between teachers and parents;
- lack of basic needs (food, safety, belonging);
- poor economic conditions; and
- lack of access to transportation.

Q: What are the Guidelines for Identification of a Student with Disadvantages?

A: The guidelines used to identify individuals with disadvantages vary from state to state (Sarkees & Scott, 1986). The criteria to be kept in mind is that the student cannot succeed or cannot be expected to succeed in a regular vocational program without assistance. Vocational teachers are becoming more familiar with the needs of special populations learners and their associated learning problems. Through better understanding of the learning problems involved, more success and satisfaction can be achieved by the student and teacher.

Q: What needs to be included in an Individualized Vocational Education Plan for the Student with Disadvantages?

A: Each IVEP for the student with disadvantages must include:

- Student's name, grade, vocational class, employment goal, age
- Assessment results including interest inventories, aptitude tests, and achievement tests
- Special support services needed
- Justification for disadvantaged services
- Copy of four-year vocational plan

Referral Log Sheet

Date	Referred by	Student	Program	Reason

REFERRAL OF STUDENTS FOR BASIC SKILLS INSTRUCTION

TO: Any School Staff

FROM: Basic Skills Program

DATE: April 8, 1996

SUBJECT: Referral of students for dropout prevention

School counselors and administrators are in the process of screening students for the coming school year who may need basic skills assistance. We are looking for students who fit all or some of the following criteria:

- underachieving
- poor attendance
- significant difficulties with math and/or reading
- evidence of emotional problems (low self-esteem, disruptive, etc.)

Please list below the students you feel meet these criteria and would benefit from an intervention-type program. Describe any additional criteria which you feel warrants special consideration.

PLEASE RETURN THIS TO THE GUIDANCE OFFICE BY MAY 1, 1996.

Thank you for your assistance and cooperation.

Student	Criteria	Grade
1.		
2.		
3.		
4.		

NOTE: In some schools this form is being used to identify students in need of special services, basic skills instruction, etc.

ASSESSMENT RESULTS

NAME: _____ VOC. PROGRAM: _____

ACHIEVEMENT

TABE, Level ___	Reading		Language	
	Voc.	Comp.	Tot.	Mech & Expr. Spell
Pretest-Date				
Posttest-Date				
Gain/Loss				

ITBS	Stand. Score	Percentile	Grade. Equiv.
Pretest-Date			
Posttest-Date			
Gain/Loss			

Other:

APTITUDE
GATB Date:
Comments:

ASVAB Date:
Comments:

Other:

INTEREST INVENTORY
COPS Date:
Comments:

Other:

SPECIAL SERVICES
Describe:

BASIC SKILLS INSTRUCTION APPROVAL FORM

Dear Parent:

During the school year, your son/daughter will be provided the opportunity to attend the Basic Skills Instruction program located in the _____ Area Vocational Technical School. The program is designed to provide educational assistance to the student who is not succeeding in the traditional classroom setting.

Weekly reports will be given to the vocational instructor concerning your child's progress.

Below is a permission statement that needs to be returned in order for your son/daughter to take advantage of this opportunity. If you should have any questions please call me at (xxx) xxx-xxxx, ext. xxx.

Sincerely,

.
.
.

****

I agree that my son/daughter may attend the Basic Skills program and I will encourage success.

_____ _____

Student Name Parents Signature

_____

Date

INFORMAL ASSESSMENT OF STUDENT CLASSROOM PERFORMANCE

Student Name: _____ Date:_____
Teacher:_____ Grade:_____

Please rate students on the following items according to this scale:
1- Needs Improvement 2- Yes 3- No

1._____ Was student regularly on time to class?
2._____ Did student do assignments independently?
3._____ Did student attend regularly?
4._____ Were instructions needed more that one time before student could begin the task?
5._____ Was it necessary to review previous instruction daily?
6._____ Does the student understand and respond to verbal instruction?
7._____ Does the student understand and respond to written instruction?
8._____ Did the student seek help when needed?
9._____ Was the student able to keep up with daily work?
10._____ Was the student able to get along with peers?
11._____ Was student clean and neatly dressed?
12._____ Does student have a history of behavioral problems?
13._____ Does the student respond well to criticism?
14._____ Was student able to learn vocabulary necessary for employment?
15._____ Is the student able to write legibly?
16._____ Did student respect school authority?
17._____ Did student lose school materials?
18._____ Does this student need tests read orally to him/her?

PLEASE WRITE YOUR EVALUATION OF THIS STUDENT'S VOCATIONAL SKILLS, APTITUDES, AND INTERESTS.

INDIVIDUALIZED VOCATIONAL EDUCATIONAL PLAN

Name _____ Grade _____ Age _____

Sending School _____ Program _____ GPA _____

Employment Goal _____

Assessment Results: Most Current - Formal & Informal

Interest Inventory _____

Results _____

_____

Aptitude Assessment _____

Results _____

_____

Achievement Assessment _____

Results _____

_____

Special Support Services Needed _____

_____

Justification for Disadvantaged Services _____

_____

Vocational School Testing Results:

Pretest Math Score_____ Posttest Math Score_____

Four-year vocational Education Plan:

Teaching, Tutoring, and Testing

TEACHING, TUTORING, AND TESTING

Overview

The major objective of the basic skills instructor (BSI) is to enable special populations students to adequately meet the academic requirements of their chosen vocational education program. This is often done through teaching, tutoring, and/or testing students in vocational classes.

The basic skills instructor must work closely with vocational instructors in order to tailor interventions to the needs of each student in vocational courses. Appropriate interventions in reading, writing, and/or math skills that relate to the vocational curriculum are the foundation of the basic skills program. Teaching study skills, as well as test taking skills, may also be necessary. This section of the manual attempts to offer some suggestions for helping the special populations student learn and study in order to become successful.

Assisting Special Populations Students in Developing Essential Reading, Basic Spelling, and/or Writing Skills Related to Vocational Programs

Students in vocational classes who are not reading at the grade level of the material being used in that class may need the assistance of the basic skills instructor. Some techniques which might be utilized in order to assist these students with reading, writing, and spelling include the following:

- Evaluate the readability (reading level) of each vocational textbook, manual, or handout. There are several readability formulas including the Frye readability formula. Some software companies offer these readability formulas on computer disks. (See the Materials section of this manual.) When the reading level of the vocational textbook is compared with the reading level of the vocational special populations student, it will be evident if intervention is necessary.
- Have on hand extra reading materials that supplement the reading and writing lessons of the class.
- Request that all publishing or printing companies rate their materials at a reading level in order for you to help make selections of appropriate materials for courses.
- Have audio recordings of texts available. (Addressed the in Materials section.)
- Develop study guides to coincide/supplement class assignments.
- Develop sample tests from the study guides to let the student practice answering questions for labeling diagrams. The BSI instructor will be able to determine what information the student is having trouble understanding and then concentrate on that rather than reviewing what they already know.
- Develop vocabulary cards for students to review new terminology.
- Enlarge print if necessary for clearer reading.
- Develop materials on a lower reading level that are similar to the class materials.

- Color code materials. For example: Highlighting vocabulary words in green, definitions in pink, and facts and important information in yellow may be helpful. Teach students to highlight parts of study guides that are important. This cuts down on the amount of information they have to learn.
- Encourage the student to dictate what he/she knows about a particular unit. Give the student a written copy to read what was said.
- Help students take tests by reading the questions to students, then writing down the answers they give. Help students spell difficult words.
- Establish a peer tutoring program in order to help students learn and have someone to refer to when the BSI is not available.
- Develop practice materials for use on a computer. Use spelling programs that allow you to insert your own spelling words so the students can gain practice with the exact words they need to know.

Assisting Special Populations Students in Developing Essential Math Skills Related to Vocational Programs

Most vocational classes include some mathematics. Depending on the skills the student needs to acquire for a particular class, the basic skills instructor might attempt some of the following strategies:

- Evaluate the basic math skills for each vocational program and determine the essential skills a student needs to complete the class.
- Utilize hands-on instruction whenever possible.
- After demonstration, explanation, and practice, allow the student to demonstrate to you how to perform a math concept (i.e., how to read a micrometer).
- Use peer teaching whenever appropriate.
- Highlight columns to indicate numbers to be added, subtracted, multiplied, or divided.
- Make up "raps" to teach a skill to a student — such as when teaching basic division say, "divide, multiply, subtract and bring down." Snap your fingers to a beat and teach students to use the rap to remember the sequence of steps.
- Use specially lined paper to help students align numbers properly.
- Break problems down into smaller parts so students can "see" how to complete them one step at a time.
- Teach students to repeat steps or directions and then say the problem and procedures aloud as they work.
- Utilize the computer for drill and practice when appropriate. Computers might also be used to introduce a lesson or reinforce a skill previously presented.
- Cut down on the number of problems a special populations student has to complete compared to the regular student. Add more problems only if the concepts are not learned.

Providing Individual or Small Group Tutoring for Special Populations Students Performing Unsatisfactory Work in Vocational Classes

The Vocational Planner's Guide states that "group instruction may be provided so long as the instruction targets specific skill building are related to the identified deficiencies and the specific vocational program in which the student is enrolled" (p.18). Keeping in mind the learning style (individual or group) of the student, the BSI might want to utilize some of the following suggestions:

- Coordination with vocational instructors is very important. If possible, obtain a copy of the teacher's lesson plan for the week in advance and identify through the plan which lessons or skills might give a particular student or group of students difficulty. Put a copy of the Vocational Lesson Plan sheet in each vocational instructor's mailbox on Wednesday or Thursday in order for you to receive the lesson plans for the upcoming week. Work with your vocational director if necessary. (A copy of a Vocational Lesson Plan sheet is in the Resource section.)
- Put all vocational lesson plans on one master sheet for the week. This allows the BSI to coordinate test schedules and assignments for the week. If Auto Mechanics has a written test on Wednesday, those students should be pulled from class on Monday or Tuesday for review. (A copy of a Master Vocational Lesson Plan sheet is in the Resource section.)
- Students might be pulled from their study hall, resource room or vocational class for tutoring or small group lessons for those identified deficient areas. Schedule special populations students either on a weekly or hourly basis depending upon the remediation needed. Set up a schedule for each vocational class and give copies to vocational instructors. This allows the BSI to make weekly contact with all special populations students to work on deficiencies. Have vocational instructors send the work or study guide at that time. (A copy of a Vocational Resource Room Schedule is in the Resource section.)
- Use hall passes when students are to come to the BSI room. Have vocational instructors fill out what they want the students to review for that particular day. (A copy of a hall pass is the Resource section.)
- With approval of the vocational instructor, plan a classroom lesson the BSI can assist with that would enable special populations students to acquire the basic skills previously identified.
- Ask students how the BSI can best help them or what time of the school day might best fit their schedule. Send copies of study guides to the sending school special populations teachers so they can reinforce skills at their school.
- Some students will need consistent intervention. On a weekly, or perhaps even more often schedule, the BSI might check with each student to determine her/his needs.
- Volunteers from agencies or peer tutors may be utilized to assist in teaching some of the basic skills that students need to acquire.

- Some basic skills that may require reinforcement may be best accomplished via computer. Early enrollment in programs that teach specific skills related to vocational classes like pre-vocational training classes may assist students.
- Individual Learning Packets that the students might take with them may be the only way to help students who come from sending schools and are not available during the vocational class time. It may be helpful to contact parents to assist student with the packets.

Providing Instruction in Study Skills

The student with disadvantages or disabilities may lack basic organizational and study skills. It may be necessary to teach these skills before going on to the basic skills in reading, math and spelling.

ORGANIZATIONAL SKILLS

One of the most difficult tasks of the basic skills instructor is to teach students how to be well organized. Students who have experienced academic failure are less likely to be prepared for classes or tests. Some special populations students have difficulty remembering assignments, completing homework, or even taking textbooks home.

Organizational skills need to be taught to students just like reading or math skills. It takes practice and monitoring to be adequately prepared to meet the academic aspects of a vocational class. The techniques listed below are beneficial for students who have had limited academic succes.

WHEN TO TEACH ORGANIZATIONAL SKILLS

Most vocational classes begin the year with general classroom safety or pre-testing in math or reading. During the first few days of class the BSI can take time to teach organizational skills. Students may be pulled out of their vocational class or resource room for small group or individualized instruction. The vocational instructors can assist with scheduling.

Special populations students will need to have the following items to assist them with organizational skills:

1. Students will need either a five-subject notebook with pockets, a two-pocket folder for each class, a three-ring binder with dividers, or a trapper keeper with notebook paper. Inside the notebooks students should have a pencil case with erasable pens, pencils and index cards. The index cards are used for vocabulary words, book marks or spelling word lists.

2. Inside the front pocket a student should have a weekly assignment sheet with each course and instructor's name filled out. These assignments sheets can be filled out, except for the date, and copies kept by the BSI. The only information

the student has to complete is the date and assignments. This can save time and frustration on the student's part. Keeping blank copies for the student will allow the BSI to monitor the student's sheet each week.

Implement a reward system designed to allow students to earn points or rewards for complete and accurate assignment sheets. The students should write down what is done in each class every day and draw a line through it when the assignment is complete. If no work was done or they worked in the shop, they should put "none" or "shop." At the end of each day the student should look at the sheet. If an assignment is not crossed out, the student should complete the assignment as homework. (A copy of an assignment sheet is in the Resource section.)

3. Another trick is to use index cards with a green and red stripe on either end. These are used as bookmarks in the textbook. At the end of the day the student is looking in his/her locker and if the "green" end of the card is sticking out of the book, it means is "goes" home and the "red" end sticking out of the book means "stop" there is no homework in that book. At least the student will get the book home. If the assignments are written down on the assignment sheets, there is a greater chance the student will get the homework done.

4. Inside the back of the notebook or trapper keeper place a copy of the SQ3R study technique. This technique teaches the student to do the chapter reviewing before reading the chapter. SQ3R stands for Survey, Question, Read, Recite, and Review. This is a good way to introduce a unit, to review a unit, or to prepare for tests. (A copy of the SQ3R method is in the Resource section.)

5. Developing an effective study guide is useful to help students increase comprehension of the work assigned. To develop a study guide, the BSI should first read the selection and then list the important information and concepts within. Check with the vocational instructor to ensure the proper information is covered on the study guide. Next, develop broad questions that focus on the main ideas of the selection and ask students to try to fill in the details in order to explain the main concepts. This can help to outline the topic; organize information that appears disjointed for some students, and help students study for tests. It is also helpful for a student who has difficulty taking notes. The student might answer some of the questions by skimming the material without having to read each word.

A study guide might include questions that:

- Help the student identify important information and concepts in the assigned reading. For example: What is this chapter about? Why do you think we should study the electrical system of a car?

- Clarify for the student any unclear concepts or terms. For example: What is a business memo? What is its proper format?
- Assist the students in inferring meaning. For example: When the car makes —— ———— sounds, we can assume that _____ needs to be checked.
- Help the student learn diagrams such as parts of a piston or engine parts.
- Serve as a practice test for the student. It allows the student to determine which information needs the most reviewing. Students should also review the information that is not known, rather than what is known.

Other ways to assist special populations students who wish to improve their study skills include:

- Practice with students giving and taking notes. Encourage students to take notes from taped or videotaped lectures. Review notes with students to help identify missing facts.
- Teach students note taking techniques such as learning to abbreviate, outlining, mapping, summarizing, and copying from the board.
- Discuss when (time of day) and where (locations in school and home) to study most effectively.
- Practice taking tests with students to help them improve their ability to make logical choices and complete tasks within a given period of time.
- Help students improve their study-taking skills through the use of mnemonics, acronyms, memorization, keyword methods, silly sentences, word association, and cover and write techniques.

There are many books covering study and test taking skills. These should be taught to students just like reading and math. Many instructors take for granted that special populations students know how to study and take tests but, like organizational skills, they have to be acquired.

Monitoring Special Populations Students in their Vocational Class

Basic skills instruction is to be coordinated with the vocational instructors. It's also important for the BSI to monitor the progress of special populations students throughout the school year. Suggestions of ways to accomplish this task include:

- Send out six-week grade checks to the vocational instructor (depending on your schools grading period). This allows the BSI three weeks to intervene before quarter or semester grades are posted. Send copies of grades home and to the sending school special populations instructors. They should also be aware of the student's progress. (See Resource section.)
- Have vocational instructors fill out a referral form when problems arise with a special populations student. The form would indicate the problem, who is referring the student, what each party did to resolve the problem, and the outcome. This is very important documentation for special populations staff. (See Resources section.)

- If possible, weekly progress checks are beneficial. The BSI can check with the instructor every other week or once a month to record student progress.
- Visits to the classroom to allow the BSI to see what the instructor is doing, and decide if students need extra help. Contacting students in their classes also gives them a chance to show the BSI how well they perform.
- Ask the students when tests are scheduled or get test schedules from vocational instructors.
- Make contact with parents and report progress in vocational class.
- Ask instructors to fill out a "needs" form. This form could indicate any students who need help and in what areas.

Teaching Special Populations Students to Use Equipment/Tools

Special populations students benefit from hands-on-experience with equipment. The basic skills instructor should have on hand the equipment a student needs to participate in a particular vocational class. Calculators, typewriters, rules, gauges, and squares, as well as other tools and equipment, may be borrowed from instructors or the BSI program should purchase them.

Instruction in the use of this equipment may take many forms. The BSI may:

- Demonstrate and explain equipment use.
- Allow the students to have hands-on experience.
- Use appropriate films/filmstrips to further demonstrate then use the materials to point out differences in techniques.
- Videotape the instructor's presentation of the techniques for students to review.
- Use peer tutoring/teaching. Allow second year students to work with the student having difficulty manipulating a tool or instrument.
- Provide lots of opportunities to practice for a purpose—make the lesson functional.

If materials need to be adapted to meet particular students' needs, rewrite the material. Rewriting may seem a little difficult at first, so start small. Rewrite one or two paragraphs before a chapter. Advanced or interested students often enjoy the task of rewriting materials. They are excellent resources. Solicit their help whenever appropriate. Rewriting instructional material is worth the effort. It is extremely rewarding to provide students with readable materials. The following are guidelines for rewriting:

- Read the article or textbook passage and jot down the main ideas. Keep it short and to the point.
- Make a list of the specialized vocabulary and important concepts that are difficult. This information can be made into a study guide or audio cassette and presented to the students before the revised reading materials are presented.
- Rewrite the materials following these rules:
  1) Use simple words. (Avoid multi-syllable words whenever possible.)
  2) Use common nouns.

3) Underline proper names. Alert students to these names beforehand.
4) Use simple sentence construction and present tense verbs as much as possible.

- Reread the original to ensure that important concepts are still present.
- Check the reading level of the rewritten material with a readability formula. The new reading level should approximate the students' reading ability.
- Type the rewritten material in the largest type available. Leave wide margins. Encourage students to use this space for notes or questions (Boyer-Stephens, 1987, p. 117).

Students may often have specific problems that require adaptations other than rewriting materials.

Recommendations for Evaluations and Evaluation Techniques

Some special populations students may need special evaluation techniques. The BSI should always keep the evaluation's goal in mind. Is testing being done to determine if a student can accurately perform a task or to find out if that student can write about performing the said task, spelling all words correctly?

- Evaluate performance or understanding through projects or product designs.
- Evaluate accomplishments by adding points for attendance. This encourages responsible behavior.
- Evaluate knowledge by using recognition of terms (matching, multiple choice, ordering) instead of recall (short answer, essay).
- For students who have difficulty reading or writing, allow the student to audiotape answers or let the Basic Skills Instructor write in answers from the student's dictation.
- Keep language on tests simple.
- For fill-in-the-blank tests, supply a list of words to choose from.
- When giving multiple choice tests, longer components should be on the left side of the page.
- Use progress charts so students can see their progress.
- In some instances it may be useful to have a peer grading system. (See Resources section.)
- Grade through a contract. Students might contract for a grade by reaching a set level of performance.
- Use performance rating sheets or performance contracts (see Resources).
- List steps to accomplish tasks so students can check off each level.
- If possible, omit evaluations that require a time element.
- Allow oral instead of written reports for the oral expressive learner.
- Consider giving take-home tests.

- Grade on a pass/fail basis.
- Lower the percentage for passing from say 60 percent to 50 percent for the first year of the vocational class and raise the percentage each year thereafter. This could be documented on the IVEP as part of student's goals and objectives.
- Allow students to retake tests or alternative versions of tests.
- Allow points for accomplishment of goals completed with the BSI.

To assist the basic skills instructor in providing vocational teachers with alternatives to grading special populations students, the following may be used:

Grading Practice	Description
Letter or Numerical	Traditional system of giving the student a mark of A, B, C, D, or F or 1, 2, 3, 4, or 5 to demonstrate relative level of performance on unit or course of study.
Pass/Fail	Criterion-based measurement system permits the individual teacher to indicate that the student has either met or not met previously determined standards.
Checklist	Criterion-based measurement system that has the instructor check student's progress against a predetermined list of needed skills or completion of specific tasks.
Contracts	Student and teacher agree to assign a mark based on predetermined goals and objectives, which the student will reach during the instructional period; the goals may be written in conjunction with the special education teacher/consultant.
Letters to Parents	A written report provided to the student or parents to give narrative information about the student's performance.

(Integrating Secondary Handicapped Students, 1980)

Sarkees and Scott (1986) list the following as characteristics of effective grading systems:

- Be fair to each student, that is, base the grade on each student's capabilities and achievement level.
- Accurately reflect the competencies developed.

- Design grading to enhance the student self-concept.
- Include the multiple grading factors of student effort, progress, and achievement.
- Address both quality and quantity of work performed.
- Be easily understood by students, parents, and other teachers.
- Provide for student involvement in evaluating work and determining grades.
- Be flexible to accommodate the changing needs of students.
- Be designed to encourage students to accept more responsibility for their own learning and accomplishments.
- Ease the teacher's burden at determining grades.
- Be designed to assist in cooperative planning activities.
- Be continuous so students can assess their progress in relation to predetermined goals and objectives.
- Be consistent with school system grading policy.

The grading system used by instructors should be tied closely to the evaluation methods used to measure student progress. For example, if a student is given daily points for proper clean up of the work area, these points should become part of the grade. If grading procedures for a student with disadvantages or a special populations student are different from the other students, the grading system to be used should be written into the IVEP or IEP.

Suggestions for Assisting the Vocational Teacher in Teaching Basic Safety Skills and Procedures

Many vocational classes begin the year by teaching students basic safety skills for that particular class. Meet with the teachers of each class ahead of time to establish ways in which the BSI might assist the special populations students. The BSI might try some of the following:

- Assist instructors in rewriting tests or parts of the tests that might need modification for the special populations students.
- Audio tape the test for the students or allow BSI to read the test to the special populations students. They should not be penalized for their lack of reading skills.
- Help the teacher to define the objectives to be taught so you might begin to understand the unit, its goals, and how you can help.
- Develop a number of methods to be utilized when teaching students with various learning styles.
- Put together study guides for the special populations students.
- Highlight handouts or other reading material that the teacher might use.
- Gather materials that might help the lessons to be taught.
- Practice the safety skills with the students in a one-to-one situation, if necessary.
- Notify the parents of the need for the students to learn these safety skills. The BSI may send home a list of objectives for parents to discuss with their daughter/son

to reinforce the learning of those basic (but important) skills.

- Invite a representative from the fire department or other safety-conscious group to speak to the class about the need for safety and how to prevent problems or hazards.
- Work with students to develop a bulletin board display regarding safety and first aid tips for the vocational school. One student from each class could be assigned or selected to help with the project as a school activity.
- Help role-play with the students on how to handle emergency situations.
- ACCESS SKILLS: Employability & Study Skills Assessment and Curriculum Guide (LINC publication) has suggestions for teaching safety as well.

Resources

- Vocational Referral Sheet.
- Vocational Lesson Plan Sheet.
- Master Sheet for Vocational Lesson Plans.
- Completed Master Sheet for Vocational Lesson Plans.
- Vocational Resource Room Schedule.
- Weekly Student Assignment Sheet.
- Completed Weekly Student Assignment Sheet.
- Grade Checks for Vocational Special Populations Students.
- Hall Pass Sheets.
- Copy of SQ3R Study Techniques.

VOCATIONAL SPECIAL POPULATIONS REFERRAL SHEET

New Madrid County Area Vocational Technical School

Date: _____

Name of Student: _____

Vocational Class: _____

Referred By: _____

Description of Concerns/Problems: _____

_____

_____

Resolution/Findings/Persons Contacted: _____

_____

_____

_____

Outcome: _____

_____

_____

_____

_____

Signature

Phone Log:

Person Contacted _____ Date _____

Phone # _____ Time _____

_____

_____

To be completed and turned in to Vocational Special Populations staff.

WEEKLY LESSON PLANS

Vocational Class _____

Date _____

Monday

Tuesday

Wednesday

Thursday

Friday

Please turn in your lesson plans by Friday afternoon or Monday morning. Put in my mailbox.

Week of _____

VOCATIONAL LESSON PLAN SHEET

Monday	Tuesday	Wednesday	Thursday	Friday
ACCT.				
A/C				
AUTO BODY				
AUTO MECH.				
BLD. TR.				
CLOTH.				
FOODS				
GR. ARTS				
H. OCC.				
HORTIC.				
MACH. SH.				
P&D MECH.				
WELD.				
ELEC.				

Week of Oct. 14-18

VOCATIONAL LESSON PLAN SHEET

	Monday	Tuesday	Wednesday	Thursday	Friday
ACCT.	computerized lessons				written test 11-14
A/C	review over compressors	shop	shop	test over compressors	shop
AUTO BODY	study paint gun parts	math with basic skills instructor	test over paint gun parts	shop	shop
AUTO MECH.	rebuild carb	shop	shop	shop	math/eng lesson resource room
BLD. TR.	read ch 36 on siding	In class answer quest. over ch. 36	house	house	test over ch. 36
CLOTH.	work on skirts	film on hemming	demo on hemming	math/ comuters resource room	test
FOODS	make menus	quantity cooking	none	quantity cooking	vocab words - look up 20
GR. ARTS	points and picas review	aldus pagemaker	shop	shop	shop
H. OCC.	review endocrine system	nursing home	nursing home	test over endocrine system	nursing home
HORTIC.	shop	shop	greenhouse project	shop	vocab test
MACH. SH.	parts of lathe	math - convert frac. to dec.	test over parts of lathe	shop	shop
P&D MECH.	pass out study guides	study guide over engine pts	math/engines test	shop	shop - rebuild engine
WELD.	safety on SMAW	read and study for test	SMAW	SMAW	test-SMAW
ELEC.	read ch.3	test ch.3	read ch.4	shop	test ch.4

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VOCATIONAL RESOURCE ROOM CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
1st hour				
2nd				
3rd				
5th				
6th				
7th				

VOCATIONAL RESOURCE ROOM CLASS SCHEDULE

Mrs. Jones

	Monday	Tuesday	Wednesday	Thursday	Friday
1st hour	Welding Scott Albritten Shepel Davis		Auto Mech. Jamie Schatz Andy Vires	Machine Shop David Cobb Michael Lovins	P&D Mech. Gary Robbins John Robinson Eric Shands Michael Bissell Travis Mims
2nd					
3rd	Electronics Stewart Williams Graphic Arts Gregg Marcus	Health Occ. Maurice Hunt	Clothing Stephanie Mims Annette Strickland	Building Tr. Eddie Clark Don Fields Patrick Moore Robert Bailey Jimmy Perkins Wayne Moffitt	Foods Kevin Earnhart Dora Resonno Shanna Simon Jerry Treadwell Stacy Young Angie Miller
5th	Welding James Anderson Isaac Coopler Durwin Redman Albert Smith Jayson Matthews	Auto Body James Bradley Jason Farquar Brad Woods Scott Spencer Jerry Sprouse	Auto Mech. Lynn Brewer Micheal Loflin Robert Temares	Machine Shop Judson Hall Ali Williams	P&D Mech. Eric Odle Jaime Jackson Chad Harper Marshall Blankenship
6th				Building Tr. Kim Chesebro Donald Ellwell David Sims Brandon Maddox	
7th		Health Occ. Salinda Kelly Candace Dokes Phillip Hawkins Kim Wilburn Rhonda Worthy Michael Pearson Kim Moore			Foods Janet Lockhart

STUDENT ASSIGNMENT SHEET

Name _____ Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject: Teacher:					
Subject: Teacher:					
Subject: Teacher:					
Subject: Teacher:					
Subject: Teacher:					

STUDENT ASSIGNMENT SHEET

Name _____ Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject: Teacher:					
Subject: Teacher:					
Subject: Teacher:					
Subject: Teacher:					
Subject: Teacher:					

STUDENT ASSIGNMENT SHEET

Name Janet Lockhart Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject: P.E. Teacher: Mrs. Fowler	exercise	none	run 1 mile	exercise study for test	test on motor skills
Subject: Math 2 Teacher: Mrs. McConnell	p. 43-44	p. 45	p. 47	study for test	test on ch.2
Subject: Crafts Teacher: Mrs. Copeland	mark crossstitch	none	work on project	work on project	crosstitch due
Subject: Health Occ. Teacher: Mrs. Compton	go to nursing home	nursing home	none / movie	study ch. 17 endocrine system	test next week
Subject: Teacher:					

STUDENT ASSIGNMENT SHEET

Name Janet Lockhart Date _____

Monday Tuesday Wednesday Thursday Friday

Subject: P.E. / Teacher: Mrs. Fowler
Subject: Math 2 / Teacher: Mrs. McConnell
Subject: Crafts / Teacher: Mrs. Copeland
Subject: Health Occ. / Teacher: Mrs. Compton
Subject: / Teacher:

This side is upside down so it can be turned around to fit in the pocket of folders — use each side for 1 week.

VOCATIONAL GRADE CHECKS ON SPECIAL POPULATIONS STUDENTS

Vocational Class _____ Dates _____

NAME	TEST GRADES	SHOP GRADES	COMMENTS

Sample Hall Pass

Date _____
Time _____
Time returned _____

The following students are going to the basic skills room

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Reason:

_____ to study for test
_____ to read textbook/do assignment
_____ to take test
_____ to do other

Date _____
Time _____
Time returned _____

The following students are going to the basic skills room

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Reason:

_____ to study for test
_____ to read textbook/do assignment
_____ to take test
_____ to do other

SO34 STUDY METHOD

This study technique teaches the student to do chapter reviewing before reading the chapter. This is how it works.

SURVEY

1. Find the pages of your assignment. Try to guess how long it will take and how long you can spend on it now.
2. Study the title. Change it to a question, and think about what the words mean.
3. Skim through the assignment, looking at:
   a. subheadings;
   b. pictures;
   c. charts, maps, diagrams, etc.
4. Read the chapter summary or last paragraph.
5. Read the questions at the end of the chapter.

QUESTION

1. Turn the headings or subheading into questions. (For example, "Parts of a Balanced Diet" may become "What are the parts of a balanced diet?")
2. Start asking questions and you will think of more later.
3. Write some of the questions down so you can answer them later.
4. The longer you spend looking over the assignment and asking questions, the more you will understand and remember. It also makes it more interesting.

READ

1. If you don't know what a word means by the way it is used in the sentence, write it down on your index cards. Later, look it up in a dictionary and write the definition on the card also.
2. When you read, ask:
   a. "What is the author trying to tell me?"
   b. "What am I supposed to do?"
   c. "Is this fact or opinion?"
3. As they read, students may write main ideas, vocabulary words, dates, formulas, etc. in their notebook or highlight them in their textbook. This makes the student an active reader and less likely to loose his/her concentration.

REVIEW

1. It is important to review after you finish reading. Close the book and see how much you can remember.
2. Go back to the important things you may have highlighted or written. Think about how the information relates to the overall main idea.

RECITE

1. Show yourself and the teacher what you have learned. You can answer questions in class.
2. You can outline what you have read or fill out study guides over the material. You can now take a test over what you read and have a better chance of passing it.

Basic Skills Program Materials

MATERIALS TO USE IN BASIC SKILLS PROGRAMS

Overview

The basic skills instructor uses a number of resources in providing services to special populations students. The selection of appropriate materials is often a time-consuming and difficult task, but with direction and some guidelines can prove beneficial and effective in assisting students to successfully complete their course through basic skills intervention.

Often the BSI seeks appropriate computerized materials for use with students with disadvantages or disabilities. Suggestions for selection and scheduling of computerized materials and computers are included in this section of the manual.

A number of community and state agencies may also provide resource assistance to the BSI. Communication with these agencies may prove beneficial when seeking outside services for students with disadvantages or disabilities. A listing of agencies which might be available is also included in this section of the manual.

Utilizing Available Resources to Improve Services for Special Populations Students

The basic skills instructor works with a number of people who serve or can serve as resources in the teaching process. One important contact is the vocational instructor. The vocational resource educator (VRE), whose role it is to serve as a facilitator in the mainstreaming process as well as in helping special education students be successful in the transition process, may also assist the BSI. The VRE works with the vocational instructors and serves as a resource for teachers, students, parents and the community. The supplemental teachers assist vocational instructors in teaching vocational skills as well as teaching specific skills laid out by the IEP. They assist in monitoring progress of students, and are integrally involved in the instructional goals for students who are classified as early entry. The Vocational Preparation Teachers provide services to students who are disadvantaged/disabled to help them acquire entry-level skills needed to succeed in existing vocational education programs at the eleventh and twelfth grade levels. The Vocational Special Populations Counselors provide a number of counseling services for special populations students and may assist in writing IVEPs. Vocational teacher aides assist vocational instructors in supervision of students, in monitoring progress of students, and may reinforce a specific skill identified in the IEP or IVEP under the supervision of the instructor. Interpreters for the deaf might assist when working in vocational classes with students with hearing impairments. These are just a few of the "people" resources who might assist the basic skills instructor.

The Basic Skills Instructor for Special Populations

When looking for specific material resources to use when working with special populations students, please see the materials listed in the Resources section.

A number of community and state agencies might be involved in assisting special populations students. They might help by speaking to groups, serving on advisory committees, helping with the transition process, etc. The following are some of the agencies with which a Basic Skills Instructor should be familiar:

For students with disabilities or disadvantages:

- Division of Vocational Rehabilitation.
- Job Service.
- Rehabilitation Centers.
- Local Private Industry Council.
- Association for Retarded Citizens.
- JTPA (Job Training and Partnership Act).
- Governor's Committee on Employment of the Handicapped.
- Division of Family Services.

(See the Missouri Transition Guide, a LINC publication, for other resources.)

Some examples of community resources include:

- Guest speakers.
- Job sites for job shadowing experiences.
- Field trip sites.
- Information sources regarding state of the art technology.
- Mock interviewers for units on job seeking skills.
- Judges for vocational contests (FFA, VICA, etc.).

Other community resources would include civic organizations. Sometimes these organizations are willing to donate equipment, time or money for items needed in different vocational programs. For example, the Optimist Club might donate an assistive device to enable students with visual impairments to utilize computers. Private employers can be excellent resources, too. Often they maintain curricula for employee training which they are willing to share, as well as opportunities for job site visits and possible employment.

Some state and national resources available to the Basic Skills Instructor include:

State

Bureau for the Blind
Supervisor for Field
619 East Capitol
Jefferson City, MO 65101

Division of Manpower Planning
221 Metro Drive
Jefferson City, MO 65101

Division of Mental Retardation and Developmental Disabilities
2002 Missouri Boulevard
P.O. Box 687
Jefferson City, MO 65101

Division of Special Education
P.O. Box 480
Jefferson City, MO 65102

Division of Vocational and Adult Education
Vocational Special Needs and Guidance Services
P.O. Box 480
Jefferson City, MO 65102

Division of Vocational Rehabilitation
2401 East McCarty Street
Jefferson City, MO 65101

Missouri Vocational Association
101 East High
Jefferson City, MO 65101

Instructional Materials Laboratory
University of Missouri-Columbia
2316 Industrial Drive
Columbia, MO 65202
(800) 669-2465

Center for Innovation in Special Education
University of Missouri-Columbia
Parcade Center, Suite 152
601 Business Loop 70 West
Columbia, MO 65211
(314) 884-7275
(800) 976-CISE (Missouri only)

Missouri Protection and Advocacy Services, Inc.
211B Metro Drive
Jefferson City, MO 65211

Missouri Technology Center for Special Education
School of Education
5100 Rockhill Rd.
Kansas City, MO 54110
(800) 872-7066

Talking Tapes for the Blind and Multiple Handicapped
16 North Gore Avenue, Room 204
St. Louis, MO 63119
(314) 968-2557

Wolfner Memorial Library for the Blind and Visually Handicapped
Jefferson City, MO 65101
(800) 392-2614

National

Closer Look (newsletter)
Box 1429 Washington, DC 20013

Higher Education and Adult Training for People with Handicaps (HEATH) Resource Center
One Dupont Circle, NW Suite 800
Washington, DC 20036-1193
(800) 544-3284
(Clearinghouse for information on postsecondary education for disabled persons. It has free, up-to-date information on vocational schools, colleges, and professional schools.)

Interchange (newsletter)
College of Education
University of Illinois and Urbana-Champaign
110 Education Building
1310 South Sixth Street
Champaign, IL 61820

National Information Center for Handicapped Children and Youth (NICHCY)
News Digest
Box 1492
Washington, DC 20013

National Center for Research in Vocational Education
Technical Assistance for Special Populations Program
University of Illinois at Urbana-Champaign
345 Education Building
1310 South Sixth Street
Champaign, IL 61820

OPEN ENTRIES (newsletter)
Center for Instructional Development and Services
Florida State University
Stone Building
Tallahassee, FL 32306-3019

OSERS News in Print (Newsletter)
Room 3018 Switzer
330 C Street, S.W.
Washington, DC 20201

Recording for the Blind, Inc.
20 Roszel Road
Princeton, NY 08540
(800) 221-4792

Procedures for Selecting Instructional Materials

With a number of materials on the market today, one should be very cautious to ensure an appropriate selection. It may be beneficial to have a number of people review materials to determine the appropriateness of a certain product. Various procedures are used in order to select materials — whether they be software or instructional materials for classroom use.

Another method of selection might be to talk with other BSIs in the state and exchange information about the uses of various materials and why they would or would not recommend them. If feasible, visit another vocational school nearby and see what other materials BSIs have found successful in their program. Missouri Vocational Association's (MVA) summer meeting offers a "Bring and Sling" workshop for BSIs where each teacher is able to bring different materials, software and, perhaps, ideas that they like in their program. The BSI meetings are a great opportunity to exchange information with others in the state.

The vocational instructor can offer important feedback that may help in the selection of materials to be used by the BSI to supplement the materials used in her/his class. Many times they can see conflicts in specific information in the program/material.

If possible, attempt to review all materials before purchasing. Some materials may be shared by a number of BSIs, so be sure to discuss purchases in order to avoid duplication. Some software companies will let instructors preview certain programs before purchasing, and some textbook companies will give out complementary samples of textbooks at book exhibits.

Sample Curriculum Resources

There are many resources in the curriculum area. The following is not an all-inclusive list. A BSI should be on the mailing list to receive catalogs from at least some of the following distributors.

General Catalogs

American Vocational Association
1410 King Street
Alexandria, VA 22314

Career Aids, Inc.
8950 Lurline Ave.
Dept. SW2
Chatsworth, CA 91311
(Software catalog;
occupational, vocational and
career (OVC) catalog; and
industrial technical education catalog.)

Delta X Industries, Inc.
P.O. Box 313
Marinette, WI 54143

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

Educational Design, Inc.
47 W. 13th Street
New York, NY 10011

Educulture
1 Dubuque Plaza
Dubuque, IA 52001

EMC Publishing
Changing Times Education Service
300 York Avenue
St. Paul, MN 55101

Fearon Education
Pitman Learning, Inc.
19 Davis Drive
Belmont, CA 94002

Goodheart-Willcox Co., Inc.
123 W. Taft Drive
South Holland, IL 60473

Janus Book Publishers
2501 Industrial Parkway West
Dept. H 13
Hayward, CA 94545

Learning Arts
P.O. Box 179
Wichita, KS 67201

McKnight Publishing Co.
Box 2854-808 IAA Drive
Bloomington, IL 61701

Motivation Development, Inc.
P.O. Box 427
Bishop, CA 93514

Opportunities for Learning, Inc.
8950 Lurline Ave
Dept. 6FMT
Chatsworth, CA 91311

South Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Sunburst Communications
Room LK 85
39 Washington Avenue
Pleasantville, NY 10570

Vocational/Technical Catalogs

Abraxas
P.O. Box 1416
Eugene, OR 97440

American Technical Publishers, Inc.
12235 S. Laramic Avenue
Alsip, IL 60648

Bergwall Technical/Vocational
Education Catalogue
P.O. Box 238
Garden City, NY 11530-0238

Bobbs-Merrill Educational Publishing
4300 West 62nd Street
P.O. Box 7080
Indianapolis, IN 46206

Chilton Book Co.
Chilton Way
Radnor, PA 19089

Delmar Publishers, Inc.
Two Computer Drive, West
Box 15-015
Albany, NY 12212

Gregg-McGraw Hill
1221 Avenue of the Americas
New York, NY 10020
(Business and office catalog and
trade and technical education
catalog.)

Goodheart-Willcox Co., Inc.
123 Taft Drive
South Holland, IL 60473

Hobar Publications
1234 Tiller
St. Paul, MN

John Deere Technical Services
John Deere Road
Moline, IL 61265

McKnight Publishing Co.
Box 2854
Bloomington, IL 61701

Prentice Hall Media
P.O. Box 1050
Mount Kisco, NY 10549-9909

Southwestern Publishing Co.
5101 Madison Rd.
Cincinnati, OH 45227
(Industrial Education catalog.)

Curriculum Catalogs

Arizona Center for Vocational Education
Box 6025
Northern Arizona University
Flagstaff, AZ 86011

CIMC
Oklahoma State Department of
Vocational & Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074

Illinois Vocational Curriculum Center
Sangamon State University
Building E-22
Springfield, IL 62708

Ingham Intermediate School District
Capital Area Career Center
611 Hagadorn Road
Mason, MI 48855-9330

Instructional Materials Lab
10 London Hall
University of Missouri-Columbia
Columbia, MO 65211

Maryland Vocational Curriculum
Research and Development Center
Department of Industrial, Technological and Occupational Education
University of Maryland
J.M. Patterson Building
College Park, MD 20742

The Media Center
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301

New Jersey Vocational Education
Resource Center
Rutgers University
200 Old Matawan Road
Old Bridge, NJ 08857

Occupational Curriculum Laboratory
East Texas University
Commerce, TX 75428

Ohio Agricultural Education
Curriculum Materials Service
2120 Fyffe Road, Room 254
Columbus, OH

Resources utilized in some GED programs may be appropriate for basic skills instruction. A listing of some of the materials may be found in the Resources area of this section of the manual.

Procedures for Selecting Computerized Materials for Use with Students with Disadvantages

Computers may provide an added incentive or motivation for some special populations student to learn a task. Often the BSI will use computerized materials to teach or reinforce reading, spelling, writing, or math concepts. As computers become more accessible to BSI's — thus more accessible to special populations students — the search for appropriate software becomes a high priority. The BSI should consider visiting other vocational

schools, MVA summer conferences, and sampling computer software before purchasing. One note of caution is in budgeting for software. One has to be careful not to spend all available money on just one program when there are so many to choose from.

You also have to consider the type of computer, how much space is needed on the hard drive, the type of color monitor needed, size of the disk drive, if a CD-Rom is needed, whether a mouse or joystick is needed and many other pertinent questions have to be answered before purchasing a computer program. Listed below are some companies that sell software and hardware. Before purchasing, see if they send out samples of the disks and whether or not it is best to use stand-alones or a network.

Computer Software Companies

Bronderbund Software, Inc.
17 Paul Drive
San Rafael, CA 94903-2101
(800) 527-6263

Career Development Software, Inc.
The School Co.
Dept. CP
P. O. Box 5379
Vancouver, WA 98668

CDW Computer Centers
1020 E. Lake Cook Road
Buffalo Grove, IL 60089
(800) 495-4CDW

Davidson & Associates, Inc.
3135 Kashiwa Street
Torrance, CA 90505
(800) 556-6141

EBSCO Curriculum Materials
5724 Highway 280 East
Birmingham, AL 35242
(800) 633-8623
(Software for computerized IEPs.)

Educational Activities
Dept. NL, P. O. Box 392
Freeport, NY 11520
(800) 645-3739

Hartley Courseware
3001 Coolidge Road
Suite 400
East Lansing, MI 48823
(800) 247-1380

A. W. Peller & Associates, Inc.
210 6th Avenue
P.O. Box 106
Hawthorne, NJ 07507-0106
(800) 451-7450
(Readability software.)

Missouri Technology Center for Special Education
School of Education, Room 24
5100 Rockhill Rd
Kansas City, MO 54110
(800) 872-7066
(Developed Show Me IEP and review software.)

National School Products
101 East Broadway
Maryville, TN 37801-2498
(800) 627-9393

Opportunities for Learning, Inc.
941 Hickory Lane
P. O. Box 8103
Mansfield, OH 44901-8103
(800) 243-7116

Skills Bank Corporation
15 Governor's Court
Baltimore, MD 21244-2791
(800) 84-SKILL

Software Marketing Corp. & AutoMap
9830 South 51st Street, Suite A-131
Phoenix, Arizona 85044-9930

TigerSoftware
One Datran Center
9100 S. Dadeland Blvd.
Suite 1500
Miami, FL 33156
(800) 888-4437

These lists are not all-inclusive, but a beginning point for a new Basic Skills Instructor. One of the best ways to find out if a program meets your needs is to talk to someone who has used it.

Suggestions for Scheduling Special Populations Students to Work on Computers

Many BSI's include the use of computers in their teaching. It is not always feasible or practical to take the special populations student out of the vocational class to receive all the assistance he/she needs. If it is not possible to pull the student from the vocational class to work on the computer, the BSI may have to try to schedule a time during the student's study hall period if the sending school is near the basic skills instruction center.

When developing an IVEP or an IEP, the BSI may want to write which lessons will be taught via computer, and then schedule the student for appropriate segments of time on a daily or weekly basis to work on the computer. Remember, the instruction must address the deficit area(s) of the vocational special populations student — not simply provide a time for the student to work on a computer.

At times it may be practical to take the computer into the classroom to work with the special populations student who needs specific instruction with a task. The Vocational Instructor and the BSI should work this out ahead of time.

If a learning package has been developed that supplements the instruction in the vocational class, and a computer is used to teach the information, it may be appropriate to assist the special populations student by introducing the lesson through the use of the computer. The BSI may also include reviews for tests, answers for study guides, and other games to provide drill and practice for special populations students.

Other Resources Available for Professionals Working with Special Populations Students

As a basic skills instructor, never forget your own knowledge is a resource. The other vocational instructors, evaluators, and resource personnel as well as administrators in the building or district may also be of assistance. Become familiar with agencies in the community that may be utilized, and get to know the students and their families as they may serve as resources as well.

Center for Innovation in Special Education is available, through the Hotline, to answer your questions. By utilizing an 800 number (1-800-976-CISE — in Missouri only), anyone can ask questions about instruction and receive an answer or information on where to obtain further assistance.

Resources

- Sample Materials List.
- GED Materials.
- Instructions for Taping.

SAMPLE MATERIALS LIST

MATHEMATICS

Mathematics: Everyday Survival Skills	Hayes School Publishing Co., Inc.
Vocational Related Math	Instructional Materials Lab.
Math for Everyday Living	Educational Activities, Inc.
Practical Problems in Math for Machinist	Delmar Publishers
Practical Problems in Math for Welders	Delmar Publishers
Practical Problems in Math for Carpenters	Delmar Publishers
Entry Level Skill Criterion	Missouri LINC
Mathematics for Careers: Adding & Subtracting Whole Numbers	Delmar Publishers
Mathematics for Careers: Multiplying & Dividing Whole Numbers	Delmar Publishers
Mathematics for Careers: Mixed Numbers	Delmar Publishers
Mathematics for Careers: Decimals	Delmar Publishers
Mathematics for Careers: Fractions	Delmar Publishers
Occupational Mathematics	South Western Publishing Co.
Marketing Math	South Western Publishing Co.
Mathematics Skill Builder	South Western Publishing Co.
Fundamentals of Mathematics Book 1 & 2	Steck–Vaughn
Survival Mathematics	Barron's Educ. Series, Inc.
Success in Mathematics I & II	Motivation Development, Inc.
Vocational Math Series	Motivation Development, Inc.

READING AND LANGUAGE

Reading Skills for Everyday Series Book 1 & 2	Hayes School Publishing
BASIC Competency Skills Grades 4–8	Milliken
Entry Level Skills Criterion	Missouri LINC
English for Everyday Living	Ideal School Supply
Grammar	Ideal School Supply
Organization Skills	Curriculum Associates

Everyday English	Steck–Vaughn
Spell Better	Steck–Vaughn
Gateways to Correct Spelling	Steck–Vaughn
Spelling: A Mnemonics Approach	South Western Publishing

JOB SKILLS

How Do I Fill Out A Form?	Ideal School Supply
Job Application & Interview	IML
How to Get a Job and Keep It	Steck–Vaughn
Preemployment Preparation Handbook	New Madrid County AVTS

VOCATIONAL

Health Assistant	Delmar Publishing
Math Principles for Food Service Occupations	IML
Nurse Assistant in a Long–Term Care Facility Supplemental Units	IML
Vocational Preparation Curriculum: Health Services	IML
Vocational Preparation Curriculum: Food Service	IML
Clothing and Textiles	IML
Auto Mechanics Workbook	Prentice–Hall, Inc.
Auto Mechanics: First Year Fundamentals	Instructional Materials Center University of Texas at Austin
Vocational Preparation Curriculum: Building Maintenance	IML
Automobile Mechanic Fundamentals	IML
Food Industry – Baker	IML
Food Industry – Chef	IML
Physical Therapy Aide	IML
Diesel Mechanics – Fundamentals	IML
Diesel Mechanics – Fuel Systems	IML
Diesel Mechanics – Electrical Systems	IML
Hydraulics	IML

GED MATERIALS

STECK–VAUGHN
P.O. Box 2028
Austin, TX 78768
(800) 531–5015, Nationwide
(800) 252–9317, in Texas

1. **Critical Thinking**

   Reading, thinking, and reasoning skills.

2. **Fundamentals of Mathematics**

3. **Basic Essentials of Mathematics**

4. **Language Exercises**

5. **GED100**

   Computer assisted test preparation Program for pre–GED and GED students.

6. **Strategies for Success**

   Focus on the five basic content areas. Reading levels 4–6.

7. **GED Scorebooster**

   Effective preparation for the five GED tests.

8. **GED English Skillboosters**

9. **General Education Series**

   General education performance index, GED prep-tests for student readiness.

10. **Reading for Today**
    A sequential program for adults.

11. **Reading Skills for Adults**

    A reading program for mature students performing on levels 2–6.

12. **Adult Reading Collection**

13. **Language In Daily Living**

14. **Spell Better**

15. **Spelling Steps**

    Spelling words geared to help adults cope in society.

16. **English Essentials**

    Thorough review of grammar, usage and punctuation for adults.

GED MATERIALS

CAMBRIDGE
The Adult Education Company
888 Seventh Avenue
New York, NY 10106
(800) 221–4764
(212) 957–5300

Cambridge staff available for GED Workshops.

1. **Pre–GED Series**

   Reading, language, and math.

2. **GED Instruction Books**

   The Cambridge Program for the High School Equivalency Examination.

3. **Independent Mastery Testing System**

   Math Skill and Writing Skills.

4. **Know-How Series**

   Eight workbooks: budgeting, money, living expenses, insurance and taxes, job success, job hunting, worker rights.

5. **On the Job**

   Readings in real–life competencies.

6. **Just Around the Corner**

   A competency–based video program.

7. **Adkins Life Skills Program**

   Employability skills series.

8. **Watch Your Language**

9. **In Your Own Words**

   . . writing skills program for adults.

10. **Cambridge Basic Skills Series**

    Reading, language, and mathematics.

Cambridge's Four–Step

1. **Prediction** – pre–tests
2. **Instruction** – complete lessons
3. **Practice** – two full GED–length tests
4. **Simulation** – just like "the real thing"

GED MATERIALS

CONTEMPORARY BOOKS
Professional in Adult Education
F.E. Braswell Company, Inc.
Educational Materials
P.O. Box 58734
2725 Millbrook Road
Raleigh, NC 27658

1. **The Write Stuff**

   Expository writing program designed specifically for ABE/GED learners.

2. **All Spelled Out**

   Four–book developmental series designed for both ABE and GED learners.

3. **Lifescenes**

   Reading and writing for comprehension.

4. **Lifeskills**

   Developing consumer competence.

5. **From Pictures to Passages: Building Skills in Reading Comprehension**

6. **From Pictures to Passages: Stories for Adults**

7. **New Beginnings in Reading: The Key to Literacy**

8. **GED Satellite Program**

   Five book in-depth instructional program for all five GED test areas.

9. **GED Assessment Program**

   Complete testing program.

10. **New GED: How to Prepare for the High School Equivalency Program**

11. **The Writing Skills Workbook Series**

    This enables you to design an individualized supplemental practice program for every student.

12. **Number Power**

13. **Building Basic Skills**

    Designed to strengthen adult-learners' basic skills while preparing them for future work in the five GED test areas.

14. **Study Aids**

    Quick review or development of study skills.

GED MATERIALS

RANDOM HOUSE and BLS Inc.

A. Spelling Skills

1. Spelling Improvement
   Basic Spelling Rules
   Consonants and Vowels
2. Mediums of English
   Punctuation
3. Spelling Difficult Words
   Homonymns
4. Mediums of English
   Capitalization

B. Usages/Parts of Speech Skills

1. Improving Your Writing
   Improving Your Grammar
2. Improving Your Writing
   Improving Your Style
3. Improving Your Writing
   Improving Your Sentence Structure

C. Literal Reading Skills

1. Tutorial Comprehension
   Sequence
2. Reading – Tutorial Comprehension
   Main Idea, Level B, practice lessons
3. Reading – Tutorial Comprehension
   Inference, Level B, practice lessons

D. Critical Thinking Skills (Hoffman Educational Systems)

1. Reality and Fantasy
2. Generalizations
3. Summarizing
4. Author's Purpose
5. Characters' Lives
6. Judging Appropriateness

INSTRUCTIONS FOR TAPING

1. Label tapes as you go along:

   Tape 1 Side 1A
   Tape 1 Side 1B
   Tape 2 Side 2A
   Tape 2 Side 2B

2. To begin taping, start by reading the title of the text.

   For example: "The name of this book is, **Adventures in Welding.**"

3. Do <u>not</u> read:
   a. title page
   b. preface
   c. table of contents

4. Start with Chapter I.

   ALWAYS CITE THE PAGE NUMBER FIRST. INDICATE EACH NEW PAGE WITH A SIGNAL OF *<u>TWO LOUD TAPS</u> ON THE RECORDER.*

   For example:

   Page 1 (tap tap) "Welding as a career can prove to be exiciting and interesting"

   Page 2 (tap tap) "...framework does however..."

5. Do <u>not</u> read:
   a. picture captions
   b. charts
   c. graphs
   d. tables
   e. footnotes

6. End with the last chapter by saying:

   "This concludes the book, **Adventures in Welding.**"

7. Do <u>not</u> read:
   a. references
   b. index
   c. glossary

8. Label tapes as follows:

   Title: **Adventures in Welding**
   Page Numbers: 1–122
   Tape Number: 1 Side 1A

   Title: **Adventures in Welding**
   Page Numbers: 122–165
   Tape Number: 1 Side 1B

9. Please read clearly and distinctly at a normal pace. Do not worry about erasing. If words or phrases are mispronounced make corrections and keep going.

Recordkeeping Techniques

RECORDKEEPING TECHNIQUES

Overview

The basic skills instructor is responsible for a number of objectives. In order to maintain a sense of success or record of any need for improvement, the BSI must keep accurate records of activities and interventions. IEP intervention, IVEP writing and determining BSI programming effectiveness generates paperwork. This segment of the manual provides suggestions on handling this area of BSI duties.

Determining Special Populations Students Programming Effectiveness

The purpose of basic skills instruction is to ensure that special populations students receive all assistance necessary to be successful in their vocational class. In order to try to determine effectiveness of programming the BSI may:

- Make sure the student has received a vocational evaluation.
- Make sure the student is in the appropriate vocational class.
- Examine student's test grades.
- Monitor student progress through monthly progress reports or quarterly grades.
- Ask the student about progress or needed help.
- Discuss progress or instructor concerns on a frequent basis.
- Monitor student progress in meeting IVEP or IEP goals.

Evaluating Program Effectiveness

The goal of program evaluation is to improve student service through a process of gathering and providing useful information for decision making.

The BSI should consider these steps in an evaluation program:

Plan:	Determine program goals and objectives at the beginning of the year. Define the level of performance to be achieved.
Implement:	Accomplish the identified goals and objectives.
Evaluate:	Compare program outcomes with the performance criteria.
Decide:	Based on evaluation results, prioritize activities. Decide what changes are needed for further program improvement.

When writing annual program goals, the BSI should determine what types of activities should be evaluated and how they should be evaluated. Once annual goals are written, a BSI may decide to write quarterly goals. In doing this each quarter, the BSI may be able to keep track of progress made toward the annual goals.

Program evaluation should be both formative (ongoing) and cumulative. Formative evaluation is continuous throughout the year and looks at program processes and products. Cumulative evaluation looks at all of the formative data and provides an end-of-the-year look at the progress made.

Formative evaluation may include quarterly grade reports of special populations students in vocational classes. The end-of-the-year (cumulative) grade report can help a BSI know if annual goals were met (assuming passing grades was one of the annual goals).

Maintaining Records of Special Populations Students' Progress in Academic and Vocational Courses

The maintenance of special populations student records is important for a number of reasons. It helps the student "see" progress, it provides a single complete source of student information, and it helps monitor the BSI program. The BSI should:

- Give the student copies of her/his vocational goals and objectives with dates for accomplishment specified, and meet regularly with the student to review his/her progress.
- Copy student's course schedule and check on grades (monthly, quarterly, etc.), write grades down and chart progress.
- Monitor student transition plan/goals and modify as needed.
- Keep a record of all contacts with students by having a sign-in sheet for any student visiting their class.
- Keep a record to record each student's parental contacts, including dates of communication and conversations. Parents may have important information regarding their child's progress.
- Record any vocational evaluation. This should be kept with information regarding improvement or identified deficit areas.
- Record special populations students referral dates to resource personnel. (For example: Keeping dates of referrals to the Job Placement Specialist, the Vocational Special Populations Counselor, or the Vocational Rehabilitation Counselor delineates which steps have been taken to help the student and which are left to complete.)

Facilitating Development of Innovative Programs

One way to determine how to facilitate innovative programs or materials is to identify <u>what</u> type of programs or materials are needed. The BSI might do this in a number of ways such as:

- Review any needs surveys regarding types of programs or materials vocational instructors feel would benefit their program.
- Review vocational programs and materials already on hand.
- Determine any deficits.
- Discuss common concerns with other BSIs around the state.

- Review vocational catalogs and preview materials which appear to be applicable to their programs.
- Establish a vocational special populations advisory committee to design innovative programs.
- Examine areas of poor student performance. Determine if any innovative program or material may have helped.
- Review current literature to gather ideas.
- Get input from Vocational School Administrators.

How Basic Skills Instructors Write IEPs

P.L. 94-142, the Education of All Handicapped Children Act, places responsibility for identifying and educating all special populations students, ages 5-21, with all educators, not just special educators. The IEP benefits both students and educators by providing a comprehensive plan for the delivery of educational services, instruction, and responsibilities. The IEP is a plan which provides structure and guidance to the educational program, maximizing the potential for success of the student with disabilities.

There is no state mandated format for an IEP, so there will likely be differences in IEP forms from sending schools. In general, the IEP form must include the following information:

- Present Level of Performance. The IEP meeting participants must state clearly their understanding of the child's present level of educational performance. This information is derived from formal and informal assessment processes. It summarizes both the strengths and weaknesses of the student.
- Annual Goal(s). These should describe what the special populations child can reasonably be expected to accomplish within one year. Goals should relate to the weaknesses identified in the present level of performance.
- Short-term Objectives. These must be measurable and provide intermediate steps between the student's present level of performance and the established goal.
- Specific Support Services. These services, such as occupational therapy, physical therapy or special transportation, are provided as necessary in order for the student to benefit from special education services.
- Percent of Time in the Regular Classroom. The extent to which the student will be able to participate in regular education programs should be described.
- Dates for Initiation of IEP and Review of Services. The IEP should indicate when services will begin and when it is anticipated they will end. The IEP must be implemented as soon as possible following the meeting during which the IEP is developed and reviewed at least once during each school year.
- Specific Criteria for Evaluation of Student Progress. Evaluation criteria must specify the level of performance a student must demonstrate to indicate achievement of a particular objective. Evaluation procedures are the means used to

assess student performance. Evaluation schedules establish a timeline that tells when achievement of specific objectives is expected.

The IEP is considered to be confidential and the goals and objectives must be evaluated at least annually. School districts can share the IEP with vocational school representatives when this is part of educational planning. Missouri mandates that the IEP of a student enrolled in a vocational program must be easily accessible to vocational educators and support personnel working with the student. In addition, the Carl Perkins Act mandates that vocational goals and objectives be included in the IEP of secondary students enrolled in vocational training.

The role of the BSI, who is funded to educate special populations students, is to participate in the planning and implementation of the IEP goals and objectives. Specifically, the BSI should:

- Provide information regarding the student's present level of academic performance, if available.
- Assist in establishment of realistic goals and objectives.
- Assist in implementation of goals and objectives.
- Assist in student performance evaluation in meeting established goals and objectives.

If the BSI cannot attend the IEP meeting, basic skills goals and objectives necessary for vocational education programming should be communicated to a representative of the IEP team in order to be presented for consideration.

Developing an IVEP

The Individualized Vocational Education Plan (IVEP) or Individual Vocational Plan (IVP) is a required document for all students with disadvantages and receiving vocational education services through the Carl Perkins Act. The IVEP should contain vocational goals for students with disadvantages and enrolled in a vocational training program.

Vocational goals are individualized based on the student's needs and help the teacher in planning learning experiences to meet the student's goals. A student's early entry into a vocational program is possible when the assessment of student's needs show that he/she can benefit from such a move and the student is at least a ninth grader or fifteen years of age. An IVEP is the vehicle whereby teachers and resource personnel can describe the student's need and state specific goals for her/him to attain each year in the vocational program. An IVEP must be developed for all students with disadvantages and is considered confidential. The IVEP should be written by a team including the student, parent, BSI, vocational special populations counselor, and administrator. The IVEP does not need to be long and involved, but does need to state clearly:

- Present performance level.
- Early entry eligibility documentation (meets criteria of disadvantaged).

- Justification for early entry, including student assessment.
- Which program the student is going to enter and the long range vocational goals.
- A tentative list of vocational and related courses to meet the student's overall education plan.
- The resource (support) services needed (including any modifications or adaptations necessary for the student to succeed).
- Goals and objectives the student should accomplish in a given time period (quarter, semester, year).
- Annual review date.
- A transition plan for the student upon leaving the program (long-range plans for placement or further training).

In addition to these components, the student's strengths and weaknesses as well as academic achievement scores should be considered for inclusion into the IVEP. Other components might include learning styles, study skills habits, and weaknesses in generalizable skills. (See Resources for sample IVEPs.)

The BSI's role in the development of an IVEP is to participate in the planning and implementation of the IVEP goals and objectives. The BSI should:

- Provide information regarding the student's current level of achievement.
- Assist in establishing realistic goals and objectives.
- Assist in the implementation of goals and objectives.
- Assist in evaluating performance of students.

Developing an IWRP

An Individualized Written Rehabilitation Program (IWRP) is the document used by the Division of Vocational Rehabilitation to plan a special populations client's services. The Vocational Rehabilitation counselor is responsible for the completion of this plan, but he/she may request assistance from the BSI, VRE, vocational instructor or special educator when writing the plan. A copy of an IWRP form can be found in the Resources section.

If a student has an IEP and is also a client of Vocational Rehabilitation (such as a student on a Vocational Adjustment Coordinator case load), a cooperative work effort should be evidenced by coordination of services in the IEP and IWRP.

Sample Goals and Objectives Needed by Individual Special Populations Students for Vocational Classes

Following are examples of goals and objectives.

Goal: Improve math reasoning skills.

Objectives: 1) Given 9 weeks of instruction and hands-on practice in measuring, the student will accurately measure to 1/16 of an inch 80% of the time as determined by the BSI.
2) Given 6 weeks of instruction and practice in micrometer reading, the student will accurately measure tools to one-thousandth of an inch 90 percent of the time as determined by the basic skills instructor and vocational teacher.

Goal: Improve reading comprehension.

Objectives: 1) Given reading instruction by the Basic Skills Instructor using the Horticulture textbook, the student will complete study guides and tests with 80 percent accuracy or better.

Areas which might be addressed by the Basic Skills Instructor as goals include improvement and/or development of the following skills:

- Math skills.
- Math reasoning.
- Vocational math skills.
- Written expression.
- Reading comprehension.
- Reading skills.
- Listening skills.
- Language/communication skills.
- Classroom behavior.
- Ability to follow directions.
- Work habits skills.
- Employability skills.
- Interpersonal skills.
- Self-help skills.
- Study skills.
- Physical mobility.
- Gross motor skills.
- Fine motor skills.
- Prevocational skills.
- Vocational skills.
- On-the-job performance.
- Home/school communications.
- Self-concept.
- Attitude toward school and work.

(Adapted from: Sarkees & Scott, 1985, pp. 150, 152)

For More Information

American Guidance Service
Publisher's Building
PO Box 99
Circle Pines, MN 55014

Instructional Materials Laboratory (IML)
University of Missouri-Columbia
2316 Industrial Drive
Columbia, MO 65202

Missouri Vocational Resource Center
Instructional Materials Laboratory
8 London Hall
University of Missouri-Columbia
Columbia, MO 65211

Oklahoma Secondary Learning Disabilities Program
Developer/Demonstrator Project
101 West Broadway
Cushing, OK 74023

Talking Tapes for the Blind and Multiple Handicapped
16 North Gore Ave., Room 204
St. Louis, MO 63119

Missouri Technology Center for Special Education
School of Education, Room 24
University of Missouri-Kansas City
5100 Rockhill Rd.
Kansas City, MO 64110

"Where There's a Will There's An A"
American Educational Publishers, Inc.
Paoli Corporate Center
16 Industrial Blvd.
Paoli, PA 19301

Resources

- Individual Education Plan (IEP)
- Individualized Vocational Education Plan (IVEP).
- "At Risk" Individualized Vocational Education Plan.
- Individualized Written Rehabilitation Program (IWRP).
- Weekly Progress Report Form to Student.
- Weekly Progress Report to Parent(s)/Guardian(s).
- Sample Letter Describing Basic Skills Services.
- Deficiency Report.
- Informal Assessment of Student Classroom Performance.

INDIVIDUAL VOCATIONAL EDUCATION PLAN

ABC Area Vocational-Technical School

Date_____

Student Name_____ Age____ Grade_____ Sending School_____

Special Needs Placement_____ Vocational Program_____

I. Vocational program recommended by the Pupil Evaluation Team:

II. Vocational Goals, Long term objectives:

III. Short term objectives:

IV. Special Education and related services offered at the Vocational School:

V. Modifications and adaptations of instructional equipment:

Method of evaluation:

VI. Extent to which student will be able to participate in regular program:

VII. Vocational Services:

A. Beginning Date _____

B. Ending Date _____

Additional comments

Vocational School staff repsonsible for program implementation and evaluation

_____ _____
Name Title

_____ _____
Name Title

_____
Vocational resource educator

Individualized Vocational Plan (IVEP)

Student_____ Class _____

Instructor _____ Dates From _____ To _____

Goals & Objectives _____

_____

_____

Student Strengths:

Weaknesses:

Course Objectives:

Evaluation Procedure:

Resources:

Change or Modification:

ABC Area Vocational Technical School
100 ABC Lane, Anywhere, Missouri 65432

CHOICES At Risk Learning Center

Individualized Vocational Education Plan

I. STUDENT INFORMATION

Student Name_____ Birthdate _____

School _____

II. PROGRAM ELIGIBILITY

Carl Perkins

___Free/Reduced Lunch
___GPA less than 2.0 on 4.0 Scale
___Scores below 25th percentile on a standardized achievement test
___Limited English Proficiency

JTPA

___Free/Reduced Lunch
___AFDC
___Food stamps
___Ward of Court

Other

___Dropout or high absenteeism
___Reading 1 year behind grade placement
___Below 25th percentile
___Parent/sibling does not have GED/diploma
___Less than 2.0 on a 4.0 scale
___Overage for grade level

III CHECKLIST OF HIGH-RISK INDICATORS (Check All Which Apply)

___Economically deprived
___Handicapped (physical)
___Lack of interest
___Poor grades
___Substance abuse problems
___Health problems
___Single parent home
___Discipline problems
___Poor auditory skills
___Overage for grade placement
___Married
___Clothing needs
___Alienated from school environment
___No co-curricular interests
___Poor visual/motor skills
___Poor language/speech development
___Low ability level
___Frequent family moves
___Pregnant
___Family problems
___Problems with Teacher
___Below norm on standard tests
___Financial problems
___Retained
___Teenage mother/parent
___Dislikes school
___Poor interpersonal relationships
___Failure on competence tests
___Other_____

IV. INTERVENTIONS NEEDED

___Assessment/evaluation
___Vocational awareness
___Employability skills
___GED preparation
___Individual counseling
___Attendance monitoring
___Parent counseling
___At risk placement

V. ACTION TAKEN

_____
_____
_____
_____

Completed By:

_____
CHOICES At Risk Learning Center

INDIVIDUALIZED WRITTEN REHABILITATION PROGRAM

Individualized
Written Rehabilitation
Office:
_____

Initial Program_____
Amended Program #_____
Supplemental Program # _____
Date_____

SS#_____
PA#_____
SSDA_____
SSI_____

1. In accordance with Regulation 1362.37 of Public Law 93.122 as amended, the above named individual:
   _____ Meets the basic eligibility requirement for Vocational Rehabilitation services specified in Regulation 1361.33b.
   _____ Does not meet the eligibility requirement Vocational Rehabilitation services specified in Regulation 1361.33b.
   _____ Meets the requirements specified in Regulation 1361.36a for a period of extended evaluation.

2. The basis for the decision checked in item 1 is as follows:

3. Vocational Goals: (Indicate projected dates the goals might be achieved.)
   A. Vocational Goal: B. Intermediate Objectives:

4. Services provided by Vocational Rehabilitation (Indicate approximate beginning and ending dates for each service):

5. Client participation in cost of services and similar benefits:

6. Client Responsibilities:

7 Views of the client regarding goal, objectives and services planned:

8. Schedule of review and evaluation of progress:

9. Basis for closure: _____Rehabilitated _____Other

10. Post-employment services planned with client. _____Yes. _____Not applicable.

11. Annual review explained to client. _____Yes. _____Not applicable.

_____ _____
Supervisor Counselor

Note: A copy of this program is to be furnished to the client, parent or guardian.

I have participated in the development of my "individualized Written Rehabiliation Program." I accept it and understand that it is subject to change or termination on the basis of changing circumstances and new information. I acknowledge the receipt of information regarding my rights in the event of any dissatisfaction.

_____ _____
Client Parent of Guardian

WEEKLY PROGRESS REPORT TO STUDENT

Student's Name	Date
Subject	Teacher

Individual Goal Progress = 10 points

Polite and Respectful to Co-Workers and Supervisors = 2 points each
1. Accepts criticism.
2. No back talk/refusal to take orders.
3. Good eye contact.
4. Keeps hands to self.
5. No negative comments to others or about others.

Classroom Behavior = 2 points each
1. Appropriate appearance.
2. Pays attention in class.
3. Prepared for class. (pencil, paper, materials)
4. Waits turn to talk. Raises hand.
5. Sits in chair. Keeps hands and feet off table.

Safety = 2 points each
1. Wears safety glasses.
2. Works safely.
3. Keeps tools and work area clean and safe.
4. Demonstrates safe shop habits.
5. No horseplay in class, shop, bus, or worksite.

Punctuality = 10 points total
1. Subtract two points for each time late.

Productivity and Quality = 10 points each
1. Does assigned tasks within acceptable time limits.
2. Shows initiative. Keeps busy. Offers to do more than others.
3. Listens to full instructions. Completes tasks correctly.
4. When not on assigned job, watches other work (rather than taking a break or being idle).
5. Works until bell rings. Ready for work after break. Sits in chair calmly before final bell rings.

WEEKLY PROGRESS REPORT TO PARENT(S)/GUARDIAN(S)

Student's Name	Date
Subject	Teacher

Instructions:

1. The intent of this report is to make you aware of your child's status in the subject listed above.

   _____ Good _____ Satisfactory _____ Needs Improvement

2. Please study the items listed below, as well as additional comments.

Present Standing:

_____ Aptitude in subject	_____ Attendance	_____ Test Scores
_____ Background in subject	_____ Tardiness	_____ Homework/Notes
_____ Motivation	_____ Preparation for class	_____ Attention
_____ Working to potential	_____ Responsibility	_____ Participation
_____ Other (see comments)	_____ Has required material	_____ Cooperation

Suggestions for Improvement:

_____ Continue good progress	_____ Bring paper, pencil, books to class
_____ Improve preparation	_____ Improve effort
_____ After-school help	_____ More serious approach to learning
_____ Parent-teacher conference	

Comments:

Sample Letter Describing Basic Skills Services

Date _____

The Basic Skills Center is a service offered at _____ Area Vocational Technical School. This is a service to help students become successful in their vocational training program and make an easier transition into the employment field. By enrolling in the Basic Skills Center, a student can:

- Receive assistance in the areas of math, reading, writing, and study skills.
- Receive assistance in completing tests.
- Receive assistance in writing assignments.
- Have study guides developed to help prepare for various assignments.

Another service offered by the Basic Skills Center is group inservice. Here, we deal with topics such as communication skills, grooming and career dressing, self-value, family and work, work transition, stress, goal setting, and coping skills. The Basic Skills Instructor reinforces the academic skills given by the individual training instructors and serves as a support to help control the educational frustrations of students as they work through their programs.

If you have any questions, please contact me at _____.

Regards,

Basic Skills Instructor

DEFICIENCY REPORT

Student's Name	Date
Class-Grade	Teacher
Subject	Advisor-Counselor

Notice to parents:

1. The student is presently in academic difficulty in this subject, and consequently there is danger of failure.
2. It is necessary that the cause(s) of this deficiency be understood and the recommendation(s) be followed.
3. Make certain that you are familiar with the school's grading system and the suggested amount of homework expected in the subject each night.

Cause(s) for Deficiency:

Ability

_____ Poor aptitude in subject
_____ Inadequate foundation in subject
_____ Lack of effective motivation

Performance

_____ Poor test scores
_____ Inadequate written homework/notes
_____ Lack of attention/participation

Attitude

_____ Poor attendance/lateness
_____ Inadequate preparation for class
_____ Lack of serious approach to studies

Recommendations:

_____ More effort
_____ Conference with teacher
_____ Tutoring
_____ After-school help (M T W Th F)

Comments:

Informal Assessment of Student Classroom Performance

Student Name_____ Date_____
Teacher_____ Grade Next Year_____

Please rate the student on the items below according to the following scale:
1-Needs Improvement, 2-Yes, 3-No.

_____ 1. Was student on time to class regularly?

_____ 2. Does student attend class regularly?

_____ 3. Does student do assignments independently?

_____ 4. Were instructions needed more than once before student could begin task?

_____ 5. Was it necessary to review previous instruction?

_____ 6. Does student understand and respond to verbal instructions?

_____ 7. Does student understand and respond to written instructions?

_____ 8. Does student seek help when needed?

_____ 9. Does student keep up with daily work?

_____ 10. Does student get along with peers?

_____ 11. Was student clean and neatly dressed?

_____ 12. Does student have a history of behavior problems?

_____ 13. Does student respond well to criticism?

_____ 14. Does student learn vocabulary necessary for employment?

_____ 15. Was student able to write legibly?

_____ 16. Does student respect school authority?

_____ 17. Does student lose school material?

_____ 18. Does student require tests be read verbally?

Please write your evaluations about the student's vocational skills, aptitudes and interests.

Meetings and Contracts

MEETINGS AND CONTACTS

Overview

Often the BSI meets with vocational teachers, special education teachers, administrators, counselors, and other personnel involved in the education of special populations students. In order to profit from each of these contacts, the BSI must be well-prepared and organized with a sense of purpose for each contact. This requires a variety of techniques or ideas, and this section of the manual attempts to look at some of the ways in which these meetings or contacts may be handled.

The BSI is also involved with parents and advisory committee members. The input of each of these groups into the programs and services of the basic skills program can be extremely valuable. Suggestions for handling parental and advisory committee member concerns are also included in this section of the manual.

Coordinating Remedial Work Requirements with Vocational Instructors

The BSI may need to schedule regular meetings with the vocational teacher to check on student progress. During these meetings, the BSI may try to coordinate the following week's lesson plan with those of the vocational teacher. In the resource section is a sample of a lesson plan form to be given to the vocational teacher and a weekly assignment sheet that the BSI might use to organize goals for the week. If it is possible, the BSI may coordinate with the vocational teacher to visit the classroom and instruct a small group of students in need of special assistance. Students working with the BSI might earn points which can be averaged into their grades.

Ask the vocational teacher if any other student should be receiving assistance. (See weekly assignment sheets and weekly lesson plans in Resources.)

In-Services, Workshops, and Professional Meetings

Any workshop or in-service meetings that deal with special populations student needs is useful for the BSI. These workshops may be offered through the local school district, the Department of Elementary and Secondary Education, or a local or state college or university.

Workshops, in-services and professional meetings allow the BSI the opportunity to share ideas with colleagues as well as learn about new approaches and/or programs. Workshops are not only worthwhile in providing the BSI with new ideas, they are also helpful in providing teachers with enthusiasm when they return to the classroom. The Center for Innovation in Special Education offers several workshops throughout the year which might be helpful to the BSI.

Examples of some appropriate workshops include:

- Missouri Vocational Association Annual Summer Conference.
- Department of Elementary and Secondary Education workshops and conferences for vocational special populations staff.
- Conferences put on by various organizations of which the BSI might be a member (such as: International Reading Association, Council for Exceptional Children, etc.).
- At-Risk Youth Conferences.

Relating Vocational and Regular Education Curricula

The BSI is in the unique position of supporting both the vocational and regular education teacher. One way to ensure that the regular and vocational education curricula are related is to establish monthly or quarterly scheduled meetings of regular and vocational teachers. During this period, instructors could discuss their respective curriculums and coordinate areas in which the BSI could assist each student. This could also be addressed through advisory committees.

Advisory Committees

As a member of an advisory committee, the BSI may be able to offer special insight about students' needs. The BSI's role is to represent her/his institution and be an advocate for special populations students.

Advisory committees can be effective in involving the private sector in preparing individuals for employment, in promoting the quality of education, and in making the vocational system more responsive to the labor market. These are goals of the Carl D. Perkins Vocational and Applied Technology Education Act.

Notifying Special Populations Student's Parents About Progress in Vocational Classes and Related Basic Skills

The BSI might talk with the vocational teacher so that he/she can communicate with parents about the student's progress. In addition, the BSI may speak directly with parents regarding the student's progress. The BSI may want to inform parents of special populations students of other special services offered through the school and community.

A quarterly or semester report is another tool for communicating with parents.

People With Whom the Basic Skills Instructor May Need to Coordinate With

It is essential that the BSI coordinate activities and work cooperatively with many people. To ensure the success of each student, the BSI must coordinate with the following people:

- The vocational teacher.
- The regular education teacher.
- The special education teacher.
- The counselor/special populations counselor.
- The VRE.
- Parents of special populations students.
- Administrators.
- Vocational Adjustment Coordinator.
- Supplementary teachers.
- Teacher aide.

Resources

- Weekly Lesson Plan.
- Weekly Assignment Sheet.
- Basic Skills Center Description Letter.
- Basic Skills Services Description Handout to Teachers.
- Advisory Committee Evaluation Form.

WEEKLY LESSON PLANS

Vocational Class_____

Date_____ Basic Skills Teacher_____

MONDAY:

TUESDAY:

WEDNESDAY:

THURSDAY:

FRIDAY:

Please turn in by Friday of each week.
Your cooperation is greatly appreciated.

WEEKLY LESSON PLANS

Monday, May 23 ASSIGNMENT
Tuesday, May 24 ASSIGNMENT
Wednesday, May 25 ASSIGNMENT
Thursday, May 26 ASSIGNMENT
Friday, May 27 ASSIGNMENT
Saturday, May 28.
Sunday, May 29.

Letter to Introduce Services to Students and Instructors

Date _____

The Basic Skills Center, also known as the Fundamentals of Learning Center, is a service offered at _____ Area Vocational Technical School. This is a service to help students become successful in their vocational training program and make an easier transition into the employment field.

Students receive help on an individual basis and through individual and small group instruction. The center provides assistance in the areas of mathematics, reading, writing, and study skills.

Instruction is varied according to the type of program, the student's needs, and the training instructor's techniques. Some students prefer to stay in their training program and have the basic skills instructor work with them in their class, others prefer group or one-on-one help in the center.

The area training textbooks are on audio tapes and located in the Fundamentals of Learning Center for students' use. Students can also come to the Basic Skills Center to have tests read to them. Students can get help with their writing assignments and have study guides developed to help prepare for tests.

Math is done by related areas. In some classes, teachers have requested weekly math blocks for the entire class, and other classes come on a weekly basis, but are voluntary for the students.

Another service offered by the Basic Skills Center is group inservice. The inservices deal with topics such as: communication skills, grooming and career dressing, self-value, family and work, work transition, stress, goal setting, and coping skills. The Basic Skills Instructor reinforces the academic skills given by the individual training instructors and services as a support to help control the educational frustrations of students as they work through their programs.

If you have any questions, please contact me at _____.

Regards,

Basic Skills Instructor

HANDOUT TO INSTRUCTORS
IDENTIFYING BASIC SKILLS SERVICES

INDIVIDUALIZED TUTORING SERVICES

- Remedial reading
- Remedial math
- Program-related math
- Program-related vocabulary
- Help with reading assignments
- Study skills
- Transition to work
- Read tests to students
- Write answers for students
- Help students prepare for tests
- Give retests
- Locate and make available resources
- Integration of academics

STUDENT SELECTION

- Students receiving below a "C"
- Students who are academically frustrated
- Students with poor study skills
- Students with poor math skills
- Students progressively losing ground
- Students with writing problems
- Students who are poor readers

Advisory Committee Evaluation Form

1. How many times did you meet this past year? _____.

2. How many times do you plan to meet this next year? _____.

3. What percentage of your committee attended ALL of your meetings this past year?
   _____ About 50 percent. _____ About 60 percent.
   _____ About 70 percent. _____ About 80 percent.
   _____ About 90 percent. _____ 100 percent.

4. How many members have served on your committee for:
   _____ Just appointed. _____ One year.
   _____ Two years. _____ More than two years.

5. Membership appointments are staggered so that continuity is maintained.
   _____Yes. _____No.

6. Committee members are fully informed in writing as to the purpose, function, and responsibility of the advisory committee.
   _____Yes. _____No.

7. A written agenda is distributed to each advisory committee member prior to meeting.
   _____Yes. _____No.

8. Minutes of advisory committee meetings are distributed to local school administrators and each committee member.
   _____Yes. _____No.

9. The advisory committee is given public recognition by the local program.
   _____Yes. _____No.

10. Recommendations made by the local advisory committee are given consideration by local program personnel.
    _____Yes. _____No.

11. The majority of prior meetings have been held in school or classroom.
    _____Yes. _____No.

12. The majority of prior meetings have been held at the same time (night, noon, or morning).
    _____Yes. _____No.

Form developed by Dr. James Navara, Business and Vocational Education, The University of North Dakota, Grand Forks, ND.

Counseling, Transition, and Employment

COUNSELING, TRANSITION, AND EMPLOYMENT

Overview

No matter what type of instruction the teacher has received, she/he often needs to counsel secondary students with their unique difficulties and questions. The attitude and motivational concerns educators find themselves facing when working with secondary students often pose problems. Basic skills instructors have indicated a desire to gather ideas and suggestions on how to cope with motivation and attitudinal concerns as well as transition efforts to help motivate students. This section of the manual looks at some ways to help the secondary special populations student through counseling, transition, and employment concerns.

Helping Special Populations Students Develop a Positive Attitude

The negative attitude toward school of a student with disadvantages or disabilities is likely to pose major hurdles for the BSI. It is important to try to ascertain the reasons why a poor attitude has developed, and to determine what would help students to develop a better attitude in order to increase their learning capabilities. Some suggested strategies include:

- Help students develop goals for their future.
- If the special populations student has developed an "I can't do it" attitude, it may be important to build success into small sequential steps of assignments and to post progress toward the goal.
- Teach to the student's learning styles to reduce frustration.
- Ask students to keep a journal to record the events of the vocational class or the Basic Skills Center. Respond to the students in writing in their journals. Let them know if you are concerned about their attitude without confronting them verbally and putting them on the defensive.
- Discuss with classes or individuals what they believe constitutes a positive attitude. This peer influence may help initiate change.
- Select nicknames (ones of endearment — with the student's approval). Often this can boost students' self-esteem and thus their attitudes.
- Demonstrate forgiveness. Once a problem has been settled, do not remain upset, but let go of the problem so students do not have to feel ashamed of their mistakes.
- Help students develop a sense of pride in themselves. Ask students to verbally (or in writing) describe things for which they are proud.
- Display cartoons. Be happy. It might be contagious!
- Have students fill out interest inventories or information sheets about their goals and interests. Become involved in student's plan for reaching goal.

Ways to Motivate Special Populations Students

An important factor when working with any student is motivation. Students with disadvantages may need a variety of techniques to motivate them. The following are a list of suggestions for the BSI to use or to suggest to other teachers when attempting to motivate students with disabilities or disadvantages.

- Determine the students' interests and capitalize on these when presenting new information or putting together a new unit.
- Provide motivating field trips, films, guest speakers, and activities.
- Give students the opportunity to assume responsibility in order to demonstrate their positive leadership qualities — assign the student to be "supervisor" for the day.
- Be flexible, innovative, and creative in making programs of study "person-oriented."
- Personalize programs by demonstrating genuine interest in the student.
- Assign team projects so the student can demonstrate the known parts and learn from others. The total project will be a success — thus making the student feel the success as well.
- Grades may provide a motivating factor. If homework is assigned, be sure to grade it and give it back with feedback right away. This positive point may make a world of difference.
- Allow students to select from a list, the area they will "teach" the other students (to reinforce what you have already presented).
- Make assignments clear and immediately answer any questions students have to save confusion and frustration. Show a sample of a completed project.
- Communicate successful performance to parents.
- Meet individually with students from time to time to promote one-on-one attention and positive interaction.
- Allow students to vote on student of the month. Post the student's picture on the wall and give rewards when appropriate.
- Provide a positive environment.
- Utilize the IEP or IVEP's stated strengths to build the areas of concern.
- Utilize performance contracts (set goals) where students contract for grades with only A, B, and C grade choices.
- Work with vocational instructors to see where child's strengths are in the classroom. Let student coordinate an activity or perform other desirable tasks.
- Set up meetings with parents so you can find out reasons for low self-esteem. Work together to set up positive reinforcements at school and at home.
- Pay special attention to the student's strengths and reward those strengths. Try to strengthen the weak areas.
- Make sure you plan well for every class. Don't try to wing it.
- Vary your instructional strategies by using different types of presentations such as illustrated lectures, demonstrations, computers, tutoring, and discussions.

- Review class objectives every day so students can be sure of how the entire program moves along.
- Plan each presentation for about fifteen minutes because students may have trouble paying attention longer than that.
- Recognize appropriate behavior and always reward the positive.

Helping Special Populations Students Develop a Sense of Responsibility

Responsibility may very well be one of the most important tasks we can teach special populations students. In order to get and keep jobs and be happy productive members of society, the student must learn to demonstrate responsibility. It is, however, a difficult area to teach, and comes with practice. Some suggestions for teaching students responsibility include:

- Make appointments with students and demonstrate to them how to schedule them on their calendar. Explain to them the importance of keeping appointments in order to help them succeed. Chart their responsible behavior.
- Demonstrate responsibility by keeping your word. If you say you are going to cover a particular topic with them, do it.
- Assign the students to be responsible for cleaning, or caring for a certain part of the Basic Skills Center. Evaluate them.
- Encourage students to call in when they are sick or unable to keep an appointment with you.
- Encourage students to follow directions. When directions are followed without difficulty, responsible behavior is being exhibited.
- Encourage students to ask questions. We become more responsible if we know what we are doing.
- Assist students in organizing their work and work area so no one gets hurt and nothing gets lost. This shows respect for the student, the classroom, classmates, and instructors.
- Discuss honesty with the students. A student who is honest about who broke a tool is demonstrating responsibility.
- Encourage students to look for tasks to do when their assignment is completed. This teaches them initiative which tells the instructor (or later the boss) that the student is responsible.
- Have students fill out weekly assignment sheets in every class. This teaches them responsibility for their homework, and at the end of the week they can easily see how much they have accomplished.

The Role of the Basic Skills Instructor in the Transition Process

The BSI may be involved in the transition process in that they might refer the special populations student to appropriate job openings or to the vocational special populations counselor. Another referral may be to the vocational school's placement specialist who assists students in job selection. If the student has a current IEP or IVEP, the process of

job development or attainment should be addressed at that time with the person responsible for the transition process being named in that document.

Often a number of people are involved in the transition process as it is an ongoing service that begins the first day the student attends class and continues through job placement. Agencies or other resource personnel who might be involved should be contacted in order to coordinate and avoid duplication of services that tend to confuse students. Others involved might include the:

- Vocational Resource Educator.
- Vocational Adjustment Coordinator.
- Special Education Teacher.
- Transition Specialists.
- Division of Vocational Rehabilitation Counselor.
- Parents.
- Division of Employment Security.
- PIC/JTPA Representative.

There are specific skills that need to be taught so that students are prepared to make the transition from school to work. These include employability skills and job specific skills.

Employability skills are sometimes referred to as transferable skills that will assist students in preparation for the world of work. They include work attitudes, human relation skills, vocational-technical skills, communication skills, daily living skills, personal-social skills and occupational skills.

Teaching the employability skills in the context of their vocational area helps students transfer what is being taught in the classroom to a work setting. The combination of employability/work skills will help students to keep a job, whereas the job specific skills will help the student to get the job. These skills are taught mostly at the secondary level but should be taught throughout life. Teaching transition skills in the elementary grades gives students a firm foundation on which to build the more specific transition skills taught at the secondary level.

Job placement specialists can be a valuable resource in providing a support system that helps special populations students make the transition form school to work. This supported work system includes identifying possible job placements, community based training sites, placement into a targeted job, and follow-up.

Here is a list of suggested guidelines for LEA's planning a transition program (LINCFACT, Number 2, March 1989):

- Select the definition of transition model compatible with the LEAs educational philosophy.
- Develop an outline of program options, curriculum options and support services that are available to students with disabilities.

- Determine where voids in curriculum and program options exist (as they relate to transition).
- Develop strategies to fill voids (such as writing discretionary proposals to provide the district with additional resources).
- Identify personnel who will be involved in all components of the transition efforts.
- Organize inservice (if needed) appropriate for personnel involved in transition efforts.
- Select and/or develop materials needed for transition efforts.
- Determine future goals for transition efforts.
- Outline a transition implementation plan for the district.
- Assign specific responsibilities and timelines for each activity identified in the plan.
- Evaluate transition activities/efforts.
- Provide feedback and the necessary resources or support services needed for transition services.
- Determine the impact of transition activities and the actual impact on special populations students' transition to employment.
- Identify and examine transition alternatives/options not previously explored by the district.

The BSI might assist the special populations student to prepare for a job by:

- Practicing application and interviewing skills.
- Practicing writing a cover letter and interview thank you letters.
- Practicing writing a resume and making sure all students have copies of it when they graduate.
- Communicating and cooperating with employers if necessary.
- Incorporating appropriate transition goals in the student's IEP or IVEP.
- Using newspaper want ads to search for jobs.
- Using local telephone directories to locate businesses in their area.
- Practicing making telephone calls to businesses to see if they are hiring.
- Having students take the ASVAB test if they think they are interested in the military.
- Reviewing employability skills like manners, dress codes, and expectations.

The types of services a BSI provides in order to meet the transition needs of a particular student will vary from one school district to another depending on other support personnel in the school district.

A resource which may be useful for the BSI is the Guidance Activities for Special Needs Students manual (1987). This manual includes many activities that can assist the BSI to help special populations students develop a positive attitude toward themselves. Specifically, the chapters on Understanding Self and Understanding Others include suggested activities for the Missouri Model for Comprehensive Guidance Programs. These activities

may be best carried out through a cooperative effort by the BSI and the Vocational Special populations Counselor as the counselor has received specific training to meet the emotional needs of the students.

Other chapters in that manual that might also be useful for the Basic Skills Instructor include: Basic Skills/Study Skills, Preparation for Finding Jobs, Finding Jobs, and Vocational Selection to name a few. (See Resources for sample activities.)

Transitional Goals — Part of New Disabilities Act

In October 1990, the Education for All Handicapped Children Act of 1975 (P.L. 94-142) was amended and became law. The law, P. L. 101-476, the individuals with Disabilities Education Act (IDEA), directly mandates transition services for students with disabilities. Other provisions include:

- Preference of the word "disability," rather than "handicapped."
- Expansion of the definition to include children with autism and traumatic brain injury.
- Authorization of federal funding (provided through competitive grants) for school district to work with mental health agencies to provide services for children and youth with serious emotional disturbances.
- The requirement that if a child with a disability needs assistive technology devices or services in order to receive a free appropriate public education, the public agency must ensure that the devices or services are made available to the child, either as special education, related services, or as supplementary aids and services that enable the child to be educated in regular classes.

The part of the act dealing specifically with transition says:

Section 300.18 Transition Services

"Transition service means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

Section 300.346 Content of Individualized Education Program (IEP)

This section specifies that the IEP shall include "a statement of needed transition services for students beginning no later than age 16 and annually thereafter (and, when

determined appropriate for the individual, beginning at age 14 or younger), including when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting."

Transition goals and objectives for students with disabilities may be different for those normally written in IEPS or IVEPS. They need to be long range planning tools and not necessarily require evaluation criteria and procedures. Transition itself indicates a long-range plan. The goals need to be reviewed annually and should be written to ensure the student will be ready for adult roles, which may not change from year to year. Therefore, transition objectives will document annual progress toward long-range goals.

When writing transition goals and objectives, the IEP team must consider the student's present level of performance and if the student is in need of specialized transition services and/or support in the following areas:

- Career planning options.
- Employment options.
- Post-secondary training.
- Financial assistance/income support.
- Community participation.
- Advocacy/legal services.
- Leisure/recreation.
- Transportation.
- Self-advocacy.
- Socialization/friends.
- Personal management.
- Living arrangements.
- Medical and insurance.

Some school districts have developed a checklist covering all these areas. Depending on the student's interests, goals and needs, the BSI would decide which goals were to be addressed and who the responsible party would be for implementing the goal. An example of a Transition IEP is included in the resources section. The objectives for each goal could be changed to fit individual vocational school programs or special education support services. This is only an example and not all inclusive.

Other parts of act state:

Section 300.347 Agency Responsibilities for Transition Services

"If a participating agency, other than the public agency responsible for the student's education, fails to provide agreed upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall reconvene a meeting of all participants on the IEP team to identify alternative strategies to be implemented to meet the transition objectives that are included in that student's IEP."

Education for All Handicapped Children Act, Part 300, 121a.5 says the term "handicapped children" means those children evaluated in accordance with 121a.534 as being mentally retarded, hard of hearing, deaf, speech impaired, visually disabled, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-disabled, or as having specific learning disabilities, who because of those impairments need special education and related services.

The most current resource for transition information is a module compiled by the Center for Innovation in Special Education entitled Transition Planning: Statement of Needs, Goals, and Objectives. A copy is available by calling the center.

Resources

- Transition IEP Sample.
- Interest Interview Questionnaire.
- How Well Do You Work With People.
- Why Employees Lose Their Jobs.
- Letter of Application.
- Preparing a Resume.
- Sample Resume.

TRANSITION IEP SAMPLE

Name of School District
Individual Education Plan

Student: _____ ID#: _____ Date: _____

TRANSITION PROGRAMMING

Based on this student's individual interests and needs, he/she is in need of specialized transition services, and/or support in the following area:

Goal 1: Career Planning Options
The school _____ parent _____ agency _____
will aid in exploring:
_____ interest inventories/aptitudes tests
_____ career education
_____ Missouri View
_____ work habits/attendance
_____ goal setting
_____ other

Goal 2: Employment/Post Secondary Training
The school _____ parent _____ agency _____
will aid in exploring:
_____ services offered by Vocational Rehabilitation
_____ ways to qualify for Vocational Rehabilitation
_____ post secondary training
_____ cooperative work study
_____ job shadowing/job searches
_____ community sheltered workshop
_____ Division of Employment Security
_____ other

Goal 3: Financial Assistance/Income Support
The school _____ parent _____ agency _____
will aid in:
_____ SSI/ADC/DVR
_____ Pell Grant/other
_____ Social Security/DFS/DMH
_____ other

Goal 4: Community Participation
The school _____ parent _____ agency _____
will aid in:
_____ locating public utility companies, post office
_____ registering to vote
_____ receiving driver's license
_____ using public transportation system
_____ other

Goal 5: Advocacy/Legal Services
The school _____ parent _____ agency _____
will aid with:
_____ understanding rights and responsibilities as a person with a disability
_____ need for ongoing guardian/advocacy support
_____ other

Goal 6: Leisure/Recreation
The school _____ parent _____ agency _____
will aid with:
_____ participation on school/community activities
_____ participation in recreational activities
_____ other

Goal 7: Transportation
The school _____ parent _____ agency _____
will aid with:
_____ driver's education
_____ learn transportation modes
_____ special transportation for employment
_____ other

Goal 8: Self-Advocacy
The school _____ parent _____ agency _____
will help student:
_____ learn how to ask for help when needed
_____ learn to be assertive with friends/adults
_____ understand limitations
_____ other

Goal 9: Socialization/Friends
The school _____ parent _____ agency _____
will help student:
_____ different types of personal relationships
_____ participating in activities with friends
_____ other

Goal 10: Personal Management
The school _____ parent _____ agency _____
will help student:
_____ performing routine household chores
_____ being on time for school/appropriate bedtime
_____ selecting/caring for personal clothing
_____ maintaining personal grooming/hygiene skills
_____ other

INTEREST INTERVIEW QUESTIONNAIRE

STUDENT NAME _____

DATE _____

AGE _____

GRADE _____

INSTRUCTOR _____

1. What does your father do in his job? _____
   Mother? _____
   Sisters/Brothers? _____
2. Do you have any hobbies? _____
3. Which is your favorite hobby? _____
4. What kinds of jobs can you think of are related to your favorite hobby? _____
5. What kinds of jobs/activities do you do around home? _____
6. What do you like best about school? _____
7. What are your favorite subjects? _____
8. What courses would you like to try that you haven't taken yet? _____
9. What kinds of jobs are related to the school subjects you named above? _____
   _____
10. Explain the jobs you have held in the past? _____
    _____
11. Which was your favorite job? _____
12. What did you like most about your favorite job? _____
13. What did you like least about the same job? _____
14. What other kinds of jobs are related to the work you have done? _____
15. What other activities are important to you? Do you belong to any special clubs, church groups or extracurricular activities? _____
    _____
16. What kinds of jobs are related to these activities? _____
17. Of all the jobs you have thought about doing, which job would you like to do most? _____
    _____
18. Which school courses might be helpful in preparing you for the jobs you like the most? _____
    _____
19. What kind of training is required for the job that you would like to do after finishing high school?
    _____

(NOTE: The numbered questions above in no way represent a desired order of presentation nor do they presume coverage of all relevant topic/content areas.)

WHY EMPLOYEES LOSE THEIR JOBS

TROUBLEMAKERS: the constant complainer, the person who picks fights or arguments, and the person who instigates fights among other workers costs employers in wasted time, sometimes damaged materials or equipment, and even helps to create dangerous situations. The easiest way to eliminate trouble is to eliminate the troublemaker.

CHRONIC ABSENTEEISM OR TARDINESS: the employers pays the employee to work because he/she needs to have the work completed. When an employee is often late or absent, work does not get done. Most employers can understand legitimate illness, but the employee who always has an excuse not to work, and even worse, the employee who does not call in when he/she is going to be late or absent is soon an ex-employee.

IRRESPONSIBILITY: the employee who does not worry about whether or not the job is done correctly, who is unreliable, who cannot be trusted to complete a job if the boss is not around, costs the employer money. Workers who cost employers money do not get to stay around for long.

DISLOYALTY: the employee who constantly complains and bad mouths the boss and/or the company to others is not proud of where he/she works and is not a good advertisement for his/her company. Usually, employees who are dissatisfied with their working conditions either need to try to work within the company to make changes or leave before they are fired.

FALSE STATEMENTS: the employee who lied on the job application about specific information or who lied during the interview may be fired, even if the truth does not become known for several years after the employee has been hired. Businesspersons feel that an individual who would lie on an application or during an interview, may lie about other things and cannot be trusted.

CARELESSNESS: the careless worker can be dangerous to himself/herself and to others. In non-dangerous situations, the careless worker can cause excessive waste of materials and equipment that costs the employer money.

DISHONESTY: the person who steals material or merchandise will obviously be fired, but a person is also a thief who steals extra time on breaks and who pretends to look busy when work is completed so that he/she will not be assigned more work to do.

INABILITY TO FOLLOW DIRECTIONS: the worker who cannot or will not follow the supervisor's instructions is usually replaced. The person who becomes angry when given instructions and who cannot control displeasure in a mature way creates tension for himself/herself and for others. If a person is known to disregard directions when not watched, the supervisor spends extra time watching him/her to make sure the job is done correctly. To eliminate this wasted time, the employee is discharged.

INABILITY TO OBEY RULES: the employee who feels that rules were made for other people can anger fellow employees by trying to get by with things the others are not allowed to do. The employee who does not obey the rules gives the impression that he/she thinks he/she is better than other workers. Most companies have rules for a purpose and the employee who decides not to obey endangers his/her own life and possibly others.

SOURCE: St. Louis Career Education Center. (1984). Career education manual for counselors. St. Louis, MO: St. Louis Public School.

LETTER OF APPLICATION

121 Good Citizen Lane
Somewhere, MO 33333
March 1, 19--

Mr. Robert Brown
Director of Personnel
First United Bank
444 E. Central
Anytown, Missouri 44444

Dear Mr. Brown:

Ms. Mary Smith, my counselor at Somewhere Senior High School, has informed me that your bank has an opening for the position of Teller Trainee. I am very interested in such a position.

I shall graduate from Somewhere High, Somewhere, Missouri on May 25, 19--.

I have taken several business education classes such as accounting and bookkeeping, and I have completed three years of mathematics. With my experience as a cashier at McKing Hamburger Restaurant, my educational background, and my personal interest in this occupational area, I believe that I would qualify for the Teller Trainee position.

I am enclosing my resume for your inspection. My telephone number is (222) 555-1212. I will look forward to hearing from you.

Sincerely,

Joseph R. Doe

Enclosure

PREPARING A RESUME

Every student should have a working resume by the time he/she leaves school. A copy in the counselor's file might also be of help when working with job placement.

The special student or dropout's resume may simply be a work history. The more advanced student, however, might need a more complete one for a specific job, program, or school.

It is imperative that the counselor be able to assure himself/herself that each of his/her counselees has met the resume requirement. While this topic is covered in many programs and classes, especially communication skills classes and Career Education classes, the responsibility of making sure every student has the opportunity to compose one lies primarily with the counselor. A sample resume is found on the next page.

Remind your students that a resume:

- should be neatly typed and complete;
- should be accurate;
- can be hand carried or mailed;
- should include a cover letter explaining why the student has written and asking for an interview appointment.

A sample cover letter is included later in this section. The counselor should also refer to the lesson developing a resume in the Career Preparation manual.

SAMPLE RESUME

(PERSONAL INFORMATION):
Name
Address
City-State-Zip

Date of Birth

Height
Weight

Optional Information-Use only if you think it will enhance your chance to get the job.

Social Security Number

Telephone Number (000) 000-0000
(Be sure to include the area code, even when applying for local jobs)

Marital Status

Children (Number)

(EDUCATIONAL INFORMATION):
High School - Years attended and date of graduation (If you have not graduated, include *specific* titles of courses that would relate to the job for which you are applying)
College/Trade or Technical
School Special courses you may have taken

For all schools listed above, be sure to include the name, address, and phone number including area code along with the years attended and date of graduation.

(WORK EXPERIENCE):
List places of employment in *reverse* chronological order, starting with the LAST place you worked, going backwards to the first. If you have had several different types of job, you may wish to use the ones that demonstrate skills that would apply to the particular job you are applying for now. If you have not worked before, do not forget to include such jobs as babysitting, mowing lawns, or others that you have received pay for doing. If you have worked as a *volunteer* at a hospital or elsewhere, do not forget to list these experiences in the work experience section. For all work experiences, remember to include:

Name & Address of Company, zip code
Title of Job you had
Your Duties on the job
Dates of employment (For Example: January, 1981 to August, 1981)

(SPECIAL ACTIVITIES OR ORGANIZATIONS):
List organizations and titles (Ex.: President, Soldan High School Glee Club; member, Southwest High basketball team in 1980 and 1981.)

(SPECIAL SKILLS):
List skills that might be helpful (Ex.: Type 50 w.p.m.; I speak fluent French)

(REFERENCES):
List references or state, "References furnished upon request". If you use references, be sure to include Name, Title, Work Address, and Work Phone Number. BE SURE TO ASK PERMISSION BEFORE YOU USE A PERSON'S NAME AS A REFERENCE!!!!

THIS IS A SUGGESTED OUTLINE OF A RESUME THAT WILL SHOW YOUR QUALIFICATIONS FOR A JOB. PLEASE BE BRIEF. A RESUME SHOULD BE NO MORE THAN TWO PAGES LONG.

SOURCE: St. Louis Career Education Center. (1984). Career education manual for counselors. St. Louis, MO: St. Louis Public Schools.

Postsecondary

POSTSECONDARY

Overview

The basic skills instructor provides instruction to individuals or small groups in areas of mathematics, reading, or writing skills essential for students to successfully complete a vocational education program. The BSI at the postsecondary level is in a unique position to offer services in these areas. Students at the postsecondary level are there because they have chosen to continue their education. They may or may not want to accept assistance from the BSI. In any case, before assistance begins, qualified students must be identified. The identification process may be difficult, as the student does not always come with files or permanent records from previous schools attended. Often the BSI has no contact with the students who need help unless a colleague refers them for assistance.

Though a student may have qualified for services previously due to a "disabled" condition or a "disadvantaged" label, an IVEP or an IEP may not accompany the student. The BSI may need to search for information that might help in the establishment of these documents.

At the postsecondary level, the BSI may or may not have resource personnel with whom to collaborate. If those personnel are present, the way in which services are provided may differ from how BSI services are offered when there are no other support personnel on campus.

Competency levels are usually established for each course. Often the BSI may assist in the modification of these levels by working with other school personnel. While working with the instructors on course modifications, the BSI might also assist in developing study skills components for specific course curriculum. The BSI needs to develop a method of open communication with many faculty members in order to establish assistive networks throughout the campus for students. Professional and personal networks should be established and sources and/or individuals should be contacted routinely.

Other tasks which the BSI might be asked to complete may include the development of the budget and goals of the basic skills program.

Each basic skills program differs, and often the flexibility of the program is an important component in the ability to provide the services as they are determined. Ongoing evaluation of the BSI services is an important method for determining modifications needed in the program.

This manual outlines the roles which are most often part of BSI duties. It is not meant to be an exact job description. Program funding determines job description perimeters. This section is devoted to the unique needs and questions of the postsecondary BSI. This manual's glossary may be helpful if terminology used is unfamiliar.

Identifying Special Populations Postsecondary Students

The identification process is important and often time-consuming. Following are suggestions of ways to identify students who qualify for BSI services.

- Check admission records for information the student may have included that indicates a possible learning difficulty.
- Work with the admissions counselor (if your school has one). Counselors may have additional student information.
- Distribute referral forms to faculty with suggestions for assistance.
- Ask all vocational instructors to indicate to you, once classes have started, to identify any student who may need assistance based on pre-tests or other classroom performance.
- Check ACT, SCAT, SAT, and Vocational Rehabilitation reports. These records may provide hints that a student needs assistance.
- Send information about your services to students whom you suspect (from records or referrals) need assistance. Invite the students to discuss the kind of help available.
- Post notices of services around campus. Distribute basic skills brochures to each instructor to share with students.
- Check class roles of developmental education courses. Some students here may also be in vocational classes.
- Target specific student groups to contact, such as older students.

Be creative and think of ways that might suit your campus.

Responsibility for Conducting Assessment

The assessment process may be conducted by a number of people, depending on the support personnel involved on campus. The BSI might need to assess basic skills of students referred for assistance to the program. Others who might be involved in the assessment process include 1) the instructor who referred the student, 2) the vocational special populations counselor, 3) the Vocational Rehabilitation Agency involved, or 4) the vocational evaluator, if one is available on campus.

If student records are available and up-to-date, this assessment process may not be necessary or may be minimal. The amount of assessment will be dictated by campus policies and needs of the BSI wishing to provide services to the student. The assessment will then be used in planning the basic skills development of the student.

IVEP

IVEP stands for Individual Vocational Education Plan. The person responsible for writing the IVEP is chosen by each district. Services provided on campus helps determine who writes the IVEP, although it is preferable for this document to be written by the special

populations counselor, or in some cases, the regular counselor. The BSI should be involved as she/he will be working directly with the special populations student. The BSI should know student goals and directions, as well as how the basic skills program may help. The vocational special populations counselor, generally, should be the initiator of the writing of the IVEP. The BSI, the student and, in some cases the parents, should review and help develop this plan. Some instructors may be asked to contribute information and work with the student on a daily basis.

Basic Skills: Mandatory or Voluntary?

The Basic Skills program is a service, and as with other services is offered to students who need the assistance. It may be appropriate for a postsecondary program to require students to receive instruction through the basic skills program. If such services are not required for course entry for all students, it may be appropriate to require it for special populations students. This is another reason to include the student in the development of his/her IVEP. The goals in this document should reflect the student's desires with the BSI directing how those goals may be attained through the basic skills program services.

Students Who Need Additional Assistance

Voluntary basic skills services are often difficult to complete within the time restraints of the regular school day. Tutors may be provided for students who need additional assistance, whether or not they are able to receive services during the regular hours of the program. A form for soliciting volunteers or tutors may be found in the resource section.

How Basic Skills Instructors Best Work with VREs and Other Resource Personnel

Often, the BSI is the only special populations person in a postsecondary program. This person ends up wearing several hats. However, when other resource personnel are available, it is very important to work together as often as possible. Suggestions to do this include:

- Establishing a postsecondary special populations advisory committee to include all resource personnel and others who might contribute to the needs of these students. Students should also be included on these advisory committees. Such meetings may help the team to plan and carry out needed improvements to the program.
- Having resource personnel distribute booklets describing their services, thus combining efforts into one neat package for special populations students. This also aids instructors seeking the correct person to make a referral.
- Including in faculty in-services a brief overview of "special populations services."
- Determining community services that may benefit students. Sharing this information may also expedite job placement and transition services. Discuss

with other resource personnel ways to combine efforts without combining programs. This could enhance the delivery of services to special populations students.

Working with Study Skills Components in the Curriculum

The BSI should work with vocational instructors to determine what study skills and habits are required of students in the program. Individual Learning Packets may be designed to give special populations students direction on how to study as well as where to go for assistance.

Some schools require a study skills course. The Basic Skills Instructor may wish to work closely with this component of the student's program. The BSI may address a specific deficit in this way and enable a student to learn important strategies for dealing with her/his deficits.

Study Skills workshops may be another way to introduce these habits to students in need of learning how to cope in a postsecondary program. Often, special populations students at this level are given just enough freedom to find themselves unprepared when test time arrives. Scheduling is a problem for many students, but study skills need to become apart of their daily habits. The BSI might provide a schedule of times each week or a day in which the student will appear at the basic skills center for assistance or individual study time. Specific problem areas such as test anxiety and time management might be targeted and one to two hour sessions can be offered to students.

Ask students and other faculty what they think may help. Often, the best answers come from those who need the services (and we forget to ask them).

Ways to Handle Problems Requiring Counseling in the Postsecondary Settings in Which There are Few, If Any, Counselors

The BSI (usually not a trained and certified counselor) is often the person students go to with a crisis (personal or otherwise). This can be very frightening for an instructor who wants the best for each student, but recognizes his/her limitations. It is important to keep accurate records of the number and reasons for student contacts. These records might help substantiate the need for additional counselors.

The BSI should first find out what counseling services are offered on campus and link up with them early. Get to know the counselors so you can determine who would work best with the particular needs a student might have. When a student needs counseling, refer the student to a particular counselor in order to optimize the intervention. Be sure to let the student know you empathize, and you feel the best person(s) to help are located at the counseling center. Do not simply tell the student to go see them, but assist the student in making an appointment.

The Basic Skills Instructor's Role in Working with the Program Budget

The BSI may be the only special populations person on campus, thus comprising a one-person special populations program. It may be an advantage to have input into the budget in order to insure that appropriate monies are being provided for appropriate services. Budget efforts should not be a time-consuming task, as the Basic Skills Instructor is first and foremost an educator. As an educator, she/he is to work with students directly during the greatest portion of the day.

In-Service for Other Faculty

With the variety of schedules on a postsecondary campus, an in-service may be next to impossible, but not totally impossible. As stated earlier, it may be advantageous for the special populations committee to provide an in-service to all faculty at some point. This might be done in one of the following ways:

- Hold in-service on a day when faculty is scheduled to be together but not teaching classes. Keep the in-service to a minimum and share time with other special populations personnel.
- The BSI may want to provide a brochure of services. A "Faculty Fact Sheet" about the program may be helpful as well as a "Student Fact Sheet" for students on campus.
- Monthly checks with instructors for referrals remind them that there are services available to assist students.
- Survey instructors to determine what services they would like to see made available to students. As you are able to provide these services, contact them to let them know their wish has been granted!
- Informally chat with instructors about their classes. As the opportunity arises, let them know about your program/services.
- Make a cooperative instructor the recipient of an annual award recognizing his/her contributions in assisting special populations students to become successful people.

Resources

- Student Services Referral.
- Technical Learning Center Student Assessment.
- Academic Assistance Request.
- Student Contact Letter.
- Student Release form.
- Tutor Application.
- Peer Tutor Referral.
- Memorandum.
- Student Data Form.
- Tutor Contract.
- Student Progress Report.

- Learning Center Progress Report.
- Writing Lab Progress Report.
- Peer Tutor Information.
- Job Description-Peer Tutors.
- General Notes on Tutoring.
- Tutoring Techniques.
- References and Resources for Postsecondary Educators.

STUDENT SERVICES REFERRAL

TO:
( ) Career Center
( ) Counseling Center
( ) Financial Aid
( ) Learning Center
( ) Outreach Counselor
( ) Reentry Office
( ) _____

_____ / _____
Student's Name SS NO.

_____
Street Address

_____ _____
Town/State/Zip Phone

FROM:
( ) Counseling Center
( ) Financial Aid
( ) Learning Center
( ) Outreach Counselor
( ) Reentry Office
( ) _____

ATTENTION: _____
(If Applicable)

REASON FOR REFERRAL/SERVICES REQUESTED

Signed Date

ACTION TAKEN

Signed Date

DIRECTIONS: Office Sending Referral: Send original and yellow copy, retain pink copy for file.
Office Receiving Referral: Return yellow copy with explanation of action taken within 10 days, retain original copy for file.

TECHNICAL LEARNING CENTER

STUDENT ASSESSMENT

Student's Name _____ Major _____
School Address _____ Phone _____
Home Address _____ Phone _____
High School Attended _____

Referral Mode (circle one):

1. screening
2. student services
3. instructor
4. self
5. external agency _____
6. other _____

Referral Priority: 1 2 3 Criteria

_____
_____
_____
_____

Prescription:

_____
_____
_____
_____
_____

Contacts:

1. _____
2. _____
3. _____

Remarks:

_____
_____
_____
_____
_____

ACADEMIC ASSISTANCE REQUEST

Name _____ Soc. Sec. _____
Male ____ Female ____ Date _____
Address _____
City _____
State _____ Zip _____
Home Phone _____ Work Phone _____

CURRENT COURSE SCHEDULE

Course #	Course Title	Instructor	Days	Time

We need the following information for federal reporting purposes:

Do any of the following conditions apply to you? (Please check.)

_____ No Handicap (N)
_____ Visual Impairment (V)
_____ Hearing Impairment (H)
_____ Speech Impairment (S)
_____ Diabetes (I)
_____ Epilepsy (I)
_____ Heart Problems (I)
_____ Respiratory Problems (I)
_____ Psychological Therapy (C)
_____ Mobility Problems (A)
_____ Learning Disability (O)
_____ Other (O)

Have you been approved for assistance from Voc. Rehabilitation? Yes No
Have you been approved for AFDC or ADC? Yes No
Have you been approved for Pell Grant? Yes No
Are you in financial need because of unemployment? Yes No

Would you describe yourself as a:

___ homemaker (& not working outside home)
___ single parent

Is English your primary language? Yes No Other language: _____

STUDENT CONTACT LETTER

Date

Dear _____:

In our continuing effort to assist you in achieving your goals at _____ _____, we have determined that you may benefit from the use of the Learning Center.

Upon reviewing your records, certain areas of concern have been noted. We would like to discuss these areas with you and, if you agree, schedule a convenient time for you in which we could work together toward strengthening these skill areas and thereby ensure a successful year for you here.

Please stop by the Learning Center as soon as possible so that we may discuss this opportunity.

Sincerely,

Basic Skills Instructor

XX/xx

STUDENT RELEASE FORM

I, _____, hereby give permission to _____ to request and secure any or all of my grades from any or all of my instructors.

_____

TUTOR APPLICATION

Name _____ Soc. Sec. _____

Address _____ Phone _____

Major _____ GPA (in major) _____

Subjects which you can tutor _____

Related course work _____

Previous experience tutoring or teaching _____

_____

Times available for tutoring _____

_____

Please have a recommendation from a faculty member in your department sent to:

.
.
.

Applicant's signature _____

Date _____

PEER TUTOR REFERRAL

DATE:

MEMO TO: Department Chair

FROM:

SUBJECT: Peer Tutor Referral

Please list below the name(s) of those students who meet the Peer Tutor qualifications as listed on the following sheet and who have impressed you with their knowledge and attitude. The input of your staff would be helpful in this recommendation.

I would appreciate your returning this page to me by __date__ in order that I may interview the prospective tutors as soon as possible.

Thank you for your help!

_____

_____

_____

MEMORANDUM

DATE:

TO:

FROM:

SUBJECT: Tutor Recommendation

_____ has applied at the Student Learning Center for the position of Tutor in your field of instruction, _____. Please sign below to indicate your approval of the above-mentioned person and return this form in the envelope provided. Thank you.

Signed _____
Instructor

Comments:

STUDENT DATA FORM

Name _____ Department _____
Advisor _____

School Address _____ Phone No. _____

Home Address _____ Phone No. _____

CLASS	INSTRUCTOR

Class Schedule:

Initial Contact: _____ Referred By: _____
Date

TUTOR CONTRACT

1. I understand that to receive a tutor in any class, I must fill out a "Request for Tutor Services" Form.

2. I understand it may take the office 1 or 2 weeks to find a tutor. I will be patient.

3. I understand that I must meet my tutor regularly. Even if I don't feel like it or even if I don't have much studying in that class, I will meet my tutor and do review work.

4. I can stop my tutoring service if I don't need it any more, but I must give 48 hours notice.

5. I understand that I must inform my tutor myself at least 24 hours in advance if I can't attend the tutoring session. My tutor will also inform me 24 hours in advance if he/she can't make it.

6. I know that my tutor will tell the office when I miss a tutoring session. If I miss 2 tutoring sessions without approval, my tutoring will stop for 1 week.

7. If I get a tutor a second time (after 1 week) and I miss 2 sessions without approval, tutoring will stop for the semester. I may ask for special consideration if I feel I have a valid reason for missing.

8. I understand that I must wait 10 minutes for my tutor to show up. My tutor will also wait for me 10 minutes.

SIGNED: _____ (student)

_____

_____

_____

TUTOR: _____

Time Scheduled: _____

Date Began: _____

Unexcused Absences: ___ ___ ___ ___ ___ ___

STUDENT PROGRESS REPORT

Student's Name _____ Tutor _____

Student Major & Section _____ Subject _____

Date	Time	Progress	Recommendations

To Be Submitted Weekly

LEARNING CENTER PROGRESS REPORT

DATE:

TO:

Your student, _____, has spent _____ hours

at the Learning Center on _____, working on

_____

_____

_____

_____

_____

Learning Center Staff

WRITING LAB PROGRESS REPORT

TO:

MONTH:

Your student, _____, has attended the Writing Lab

_____ this month.

Comments:

_____

_____

_____

_____

_____

The Writing Lab wants you to be informed of your student's attendance.

If you feel we need further information in order to successfully aid the student, please contact _____ _____ at the Writing Lab, _____.
(phone number)

PEER TUTOR INFORMATION

Peer tutors are their tutees' fellow students. Therefore, peer tutors combine the roles of student and teacher, learning and tutoring at the same time; they may even be in a peer–tutoring course, in which they combine these two roles while learning to tutor. Peer tutors will probably have less expertise in the subject they tutor than professional tutors do, and most likely they will have had little or no experience tutoring. Nonetheless, the individualized and personal attention they give their tutees can compensate for their inexperience.

The fact that peer tutors are both their tutees' instructors and their fellow students changes the nature of the tutoring relationship. Peer tutors are tutoring as much to help themselves as to help others. Often they have recently taken the course they are tutoring and have had difficulties similar to those of their tutees, and so they can empathize with tutees more closely than either professional tutors or teachers whose memories of the initial obstacles to learning may have faded with time. Peer tutors are likely to be more patient and to better understand student mistakes because they have recently grappled with the material they tutor, and they have novel, and even zany methods of approaching it. Not yet entrenched in their disciplines, they are usually more receptive to, and less judgmental of, their tutees' unorthodox perspectives.

As the above suggests, the most important aspect in their self-definition and relation to tutees is that peer tutors have the same educational status as the people they tutor—they are their peers. And, in a culture in which peers (and the media) often supersede parents and teachers as authoritative sources of knowledge, peer status can offer tutors the chance to be immensely influential with their tutees, in both the development of skills and the shaping of values.

JOB DESCRIPTION – PEER TUTORS

RESPONSIBILITIES

1. Tutors will be expected to teach students individually or in a small group.
2. Tutors will be expected to systematically complete and submit reports of tutoring activity. This activity will be filed in each tutor's file.
3. Tutors will be expected to attend inservice training meetings once a month.

QUALIFICATIONS FOR PEER TUTORS

1. Tutors should be students with proven (GPA) ability in the area tutored and general academics.
2. Tutors should have experience in tutoring and/or demonstrate a positive and empathetic attitude toward the special learning needs of tutees.
3. Tutors should be recommended by their department chair and/or a faculty member.

GENERAL NOTES ON TUTORING

Depending on the interaction of tutor, class, students, semester, time of day, and about anything else you might mention, the course of a tutoring session may be exceedingly smooth or bumpy. That said, we can dispense with the impossibility of the situation and concentrate on ideas that work.

Four tutoring activities that are influential in producing student success are:

1. the tutor followed course objectives,
2. the tutor presented organized lessons,
3. the tutor gave examples,
4. the tutor taught principles. (Catholic University of America, L. P. Kelly, Office of Academic Assistance)

Following course objectives means you should direct activities toward the instructor's objectives. Check the syllabus, refer to your old class notes, talk to the instructor (you can provide him/her with feedback on how the students are doing with the class, and the instructor can give you direction on what to emphasize in future sessions).

Present organized lessons (especially in group review session) means you should have a specific goal, accumulate materials, plan the lesson format (put material into a logical sequence, i.e., specific to general for teaching principles, general to specific for hurried review), and provide closure (perhaps a practice test). The tutor coordinator will help you to do this.

When you give examples, make them concrete. Your understanding of the material is superior to that of the students. Don't try to impress them – teach them by using examples they can understand, that come from experience.

Teaching principles means you avoid becoming a problem-solver for tomorrow's assignment. Instead you should derive from assignments the principles that are being emphasized and use those principles as explanation for example problems. In turn, the example problems should be illustrative of the targeted principles. This is not a difficult task when you use outside materials such as other texts, old tests, etc.

TUTORING TECHNIQUES

Problem–Solving

Encourage student solution of problems. You may solve an example problem by way of demonstration, then require the students to set the next problem up for you. You may work a problem to some incomplete stage, then let the students try to derive the answer. You may solve a problem entirely at the student's direction, or you may require the students to solve problems under your supervision. Regardless of the tactic you use, your task is to give hints, ask questions, and therefore lead indirectly. Be sure to verbalize clearly what your goals are in introducing each problem. This gives validity to the endeavor and serves as a study hint for the students.

Practice Tests

Use practice tests during the study sessions (especially with groups). You may open, close, or interrupt a session with a planned practice test. Make certain the test provides instruction on principles the students must master. Test items can come from notes, text, or your experience. Try to make the test format similar to that used by the instructor (ask him/her what kinds of test items are likely to show up on the tests). Be sure to allow time to go over the test with the students. Get their help in answering the questions. Make sure the students know the source of each question. This will give you and them a hint as to their weaknesses, i.e., note–taking, text, etc. Practice tests also provide an excellent means of "selling" a note–taking system. Your test can give students a measure of how adequate their notes are.

Q & A

The questions and answer period during each study session can be most difficult to manage but very helpful to the students. It is generally not enough to simply say, "Who has a question?" In some instances, your students will be a bit shy about being the first to respond, and the opening gambit will die abruptly. At other times, many people will have questions, but only the most assertive will have their questions answered. Therefore, it is best to first have an organized review of the key points covered in class since the last such review. This review need not take too much time, yet a well-conceived review will serve to answer

many of the straightforward information questions the students have, and will bring all present up–to–date for the more difficult explanations you will be called upon to supply for certain topics.

Be alert to problems with dominant students. Don't ignore the quiet ones. Also, note any students using the session to fill in their notes. It may be they don't have an organized note-taking system. You can help them learn one.

You are vulnerable when you set yourself up as the "answer" part of question and answer. If you get completely stumped, say so. By the next session, you will have looked up the answer. Also, when solving problems, if you run across a problem from way back when, say "Let's look at this carefully. What can we determine first?" This gives you thinking time and will elicit help (if it's there) from other students.

Summarizing

Summarize the session before you close it. Then, try to provide a preview of the next session. This is not an easy task, but you arouse interest and encourage attendance by letting the students know what they'll be doing next time. This is an effective way to introduce new topics or techniques.

REFERENCES/RESOURCES FOR POSTSECONDARY EDUCATORS

Accessibility Information Center, National Center for a Barrier Free Environment
1140 Connecticut Ave., NW, Suite 1006
Washington, DC 20036

ACT Test Administration
PO Box 168
Iowa City, Iowa 52243

American Alliance for Health, Physical Education and Recreation for the Handicapped
Information and Research Information Center
1201 16th St., NW
Washington, DC 20036

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, DC 20014

American Association for the Advancement of Science
Office of Opportunities in Science
1515 Massachusetts Ave., NW
Washington, DC 20005

American Association of Collegiate Registrars and Admissions Officers
One Dupont Circle, Suite 330
Washington, DC 20036

American Association of University Professors
One Dupont Circle, Suite 500
Washington, DC 20036

American Coalition of Citizens with Disabilities
1200 15th St., NW, Suite 201
Washington, DC 20005

American Foundation for the Blind, Inc.
15 West 16th St.
New York, NY 10011

American Printing House for the Blind
1839 Frankfort Ave., PO Box 6085
Louisville, KY 40206

Association for Children (and Adults) With Learning Disabilities
5225 Grace St.
Pittsburgh, PA 152

Association on Handicapped Student Service Programs in Postsecondary Education
Wayne State University
Wayne, MI 48184

Association of Learning Disabled Adults
PO Box 9722
Friendship Station
Washington, DC 20016

Association of Physical Plant Administrators of Universities and Colleges
11 Dupont Circle, Suite 250
Washington, DC 20036

Captioned Films for the Deaf
Bureau of Education for the Handicapped
U.S. Department of Education
Washington, DC 20202

Council for Citizens with Low Vision
1211 Connecticut Ave, NW, Suite 506
Washington, DC 20036

Higher Education and the Handicapped (HEALTH)
Project of the American Council on Education
One Dupont Circle, Suite 780
Washington, DC 20036

Mainstream, Inc. and On-Call
1200 15th St., NW
Washington, DC 20005

National Association of Blind Students
1211 Connecticut Ave., NW, Suite 506
Washington, DC 20036

National Association of College and University Business Officers
One Dupont Circle, Suite 520
Washington, DC 20036

National Association for the Deaf
814 Thayer Ave.
Silver Springs, MD 20910

National Association for Students with Handicaps
Iowa Memorial Union
University of Iowa
Iowa City, IA 52240

National Association of the Visually Handicapped
305 East 24th St.
New York, NY 10010

National Arts and the Handicapped, National Endowments for the Arts
Information Service
2401 E Street, NW
Washington, DC 20506

National Center for Law and the Deaf
Gallaudet College
7th Street and Florida Ave., NE
Washington, DC 20002

National Stuttering Project
Box 324
Walnut Creek, CA 94596

Regional Rehabilitation Research Institute on Attitudinal, Legal, and Leisure Barriers
Barrier Awareness Project
George Washington University
1828 L Street, NW
Washington, DC 20036

Registry of Interpreters for the Deaf, Inc.
814 Thayer Ave.
Silver Springs, MD 20910

Spina Bifida Association of America
131 Hewlett Neck Road
Woodmere, NY 11598

United Ostomy Association
1111 Wilshire Blvd.
Los Angeles, CA 90017

Glossary

GLOSSARY

Advisory committees -- A group of selected individuals from a community who represent a variety of groups in an occupational area. For example, a home economics committee is made up of practioners, employers, suppliers, etc.

Area Vocational School -- A public educational institution which has been designated by the State Board of Education. An area vocational school may be: (1) a specialized high school, (3) a department of a high school, (3) a department or division of a junior college, used exclusively for the provision of vocational education to persons who are available for study in preparation for entering the labor market.

Basic skills instructor (BSI) -- One who provides individual or small group instruction in the areas of mathematics, reading, or writing skills essential for the students to successfully complete a vocational education program.

Competitive employment -- Employment in a community based job for remuneration.

Cooperative planning -- The process of planning an individual program for special populations learners involving the vocational teacher, academic teacher, student, parents/ guardians, counselor, and appropriate community agency personnel.

Curriculum modification -- The tailoring of all experiences and activities encountered in pursuit of occupational preparation under the direction of a school to meet the unique needs of the individual student.

DESE -- Department of Elementary and Secondary Education.

Dictionary of Occupational Titles (DOT) -- An inventory of occupations within the economy prepared by the United States Department of Labor. This resource provides information about the physical demands, working conditions, and aptitudes of a specific job, as well as identifies the relationships to people, data, and issues.

Disabled -- Applied to individuals if they have a physical or mental impairment that substantially limits one or more of their major life activities (walking, talking, breathing, working), or if they have a record or history of such an impairment and are discriminated against because of it, or if they are regarded by others as having an impairment and are discriminated against because of it. (P.L. 101-336)

Disadvantaged -- Persons (other than persons with disabilities) who:

1. Have academic or economic disadvantages, and
2. Require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

"Academically Disadvantaged," for the purposes of this definition of "disadvantaged," means a person who:

1. Scores below the 25th percentile on a standardized achievement or aptitude test,
2. Has secondary school grades below 2.0 on a 4.0 scale, or
3. Fails to attain minimum academic competencies.

"Economically Disadvantaged," for the purposes of this definition of "disadvantaged," means:

1. Families or individuals of low income according to available data such as AFDC, free or reduced lunch, or Pell Grant.

"Limited English Proficiency (LEP)" means individuals who:

1. Were not born in the United States,
2. Native language is a language other than English,
3. Come from environments where a language other than English is spoken, or
4. Are American Indians or Alaskan natives and in whose environment a language other than English is spoken and this has had a significant impact on their level of English language proficiency.

Early entry -- In Missouri, early entry is described as a program for secondary students who need an extra year in the vocational program to master the skills taught. The student must be at least 15 years old and/or a 9th grader. Early entry is not mandated by the Carl Perkins Act, but can be offered in Missouri to provide appropriate educational experiences for students who will benefit from an additional year of vocational training.

Hearing-impaired -- A hearing impairment, whether permanent or fluctuating, that adversely affects an individual's educational performance but which is not included under the definition of "deaf" in this section. (P.L. 94-142, 121 a.5)

Individual vocational education plan (IVEP) -- A written program for disadvantaged students planned cooperatively with support personnel.

Individualized education program (IEP) -- Program for special populations learners in the secondary schools mandated by P.L. 94-142, planned cooperatively with support personnel. The IEP must have the present level of equational performance, annual goals and short-term objectives, amount of time spent in regular educational programs, necessary support services, and an annual review date.

Individualized written rehabilitation plan (IWRP) -- A written plan developed for a disabled individual eligible for services from Vocational Rehabilitation Services. The IWRP states vocational rehabilitation goals, specifies objectives and services, and specifies timelines for providing services.

Informal Assessment -- A Level I informal assessment consists of a summary of existing information about a student; Level II incorporates some standardized testing as well as existing information; and Level III usually means a formal vocational evaluation.

Interagency collaboration -- The coordination of the available resources of both public and private agencies whose objective is to provide vocational education instruction and services to special populations learners.

Learning disability -- A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dyslexia, and developmental aphasia. The term does not include (individuals) who have learning problems that are primarily the result of visual, hearing, or motor handicaps; or of mental retardation; or of environmental, cultural, or economic disadvantage. (P.L. 94-142, 121 a.5)

Learning style(s) -- Most efficient and effective method(s) of learning for an individual.

Learning style inventories -- Instruments that indicate the ways in which individuals learn best, the qualities that are important to people in interacting with others, and the kinds of thinking patterns learners use in solving problems and making decisions.

Mainstreaming -- The inclusion of special populations learners in regular education classes with necessary support services being provided.

Mentally retarded -- Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects (an individual's) educational performance. (P.L. 94-142, 121 a.5)

Multi-disabled -- A combination of impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that the individual cannot be accommodated in a special education program designed for only one of the impairments. The term does not include deaf-blind (individuals). (P.L. 94-142, 121 a.5)

Occupational Outlook Handbook -- A publication of the United States Department of Labor which provides information concerning more than 850 occupations in a variety of major industries. Specific information provided for each major job includes (a) what the job is like, (b) places of employment, (c) personal qualifications, (d) training qualifications, (e) educational qualifications, (f) working conditions, (g) earnings, (h) opportunities for advancement, and (i) sources of additional information.

Office of Special Education and Rehabilitative Services (OSERS) -- The federal agency which oversees funding of mandated special education and rehabilitative services in the United States. It is a division of the U.S. Office of Education.

On-the-job training -- Instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupations.

Postsecondary -- A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.

Prevocational education -- Training prior to course designated as vocational education.

Private Industry Council (PIC) -- On October 1, 1983, the Job Training Partnership Act (JTPA) was officially implemented throughout Missouri. The Act shifts responsibility of policy and implementation from the federal government to the state government and administration to a local partnership of Private Industry Councils and local government. The Division of Manpower Planning is the designated State agency which administers federal and state JTPA funds. The Division plans, manages, monitors and evaluates JTPA programs, provides technical assistance to PICs and service delivery areas, and implements statewide JTPA programs. The statewide programs include: Missouri Customized Training, Dislocated Worker Program, and A Training Program for Older Individuals.

Within Missouri, Private Industry Councils (PIC) direct the 15 service delivery areas. Each PIC plans and implements a series of training activities which reflect the service delivery areas, eligible population and the employment opportunities available.

Readability formula -- A procedure used to determine the reading level of instructional material.

Regular vocational education program -- Full time participation in regular vocational education program with slight modifications and/or resources.

Special education -- Specially designed instruction, at no cost to the student, to meet the unique needs of a special populations child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The

term includes speech pathology, or any other related services, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a special populations child, and is considered "special education" rather than a "related service" under state standards. The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to met the unique needs of a special populations student. (P.L. 94-142)

Special populations learner -- Individual who encounters or is likely to encounter difficulty in educational or employment settings because of a disability, economic or academic disadvantage, who has different linguistic or cultural background, or outdated job skills, and who requires individually prescribed and unique teaching strategies; supportive services that may vary in type and extent depending on individual need; and additional resources from society for his or her acceptance. (Phelps, 1985)

Supplemental teacher -- One who assists vocational teachers in the provision of instruction. This person should not assume the overall responsibility for instructing the class, but should provide additional instructions as the special needs of the student dictate in order for the students to be successful.

Transition -- A formal planned process involving special populations learners, parents, school personnel and community agency representatives, which results in the preparation and implementation of a plan to assist special populations learners in developing knowledge, skills and attitudes required to enter and succeed in postsecondary vocational education and/or sustained employment.

Vocational Adjustment Coordinator (VAC) -- A position in the local education agency (LEA) created by the cooperative school work agreement to serve as a link between special populations students, the Department of Vocational Rehabilitation, the LEA and the community.

Vocational assessment -- A comprehensive process conducted over a period of time, involving a multi-disciplinary team with the purpose of identifying individual characteristics, education, training, and placement needs, which provides educators the basis of planning an individual's program.

Vocational education -- Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agricultural arts, and trades and industrial occupations, or for additional preparation for a career in such fields, or in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. (P.L. 98-524)

Vocational evaluator -- A trained individual who administers and interprets vocational assessment tests and other varieties of vocational evaluation activities and procedures.

Vocational preparation teacher -- One who helps students with disadvantages/ disabilities acquire entry-level skills needed to succeed in existing vocational education programs at the eleventh and twelfth grade levels.

Vocational Rehabilitation (V.R.) -- Service of providing diagnosis, guidance, training, physical restoration, and placement to disabled persons for preparation and acquisition of employment, which allows greater independence.

Vocational Resource Educator (VRE) -- A vocational support person trained to facilitate the vocational training of special populations students by working as a resource specialist to teachers, students, and parents.

Vocational special populations counselor -- Some special populations counselors work only with students with disadvantages while others work with both students with disabilities and disadvantages. No matter what the population, this counselor's major focus should be providing career guidance activities that will lead to appropriate program placement.

Vocational student organizations -- The nine vocational student organizations (VSOs) that are recognized by the U.S. Department of Education as extracurricular to the instructional program in vocational education service areas.

V-TECS (Vocational-Technical Education Consortium of States) -- A consortium of states providing competency-based vocational technical education materials.

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Hughey, J., & Ferrugia, T. (1987). Guidance activities for special needs students. Columbia, MO: Instructional Materials Laboratory.

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Staff. (1980). Integrating secondary handicapped students into vocational and general education curriculums. (Monograph No. 3). Des Moines, IA: Mountain Plains Regional Resource Center.

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